

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
COOPERATIVE LEARNING AT GRADE VIIA
OF SMP NEGERI 3 MERTOYUDAN
IN THE ACADEMIC YEAR OF 2010/2011**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education



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2013**

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A Thesis

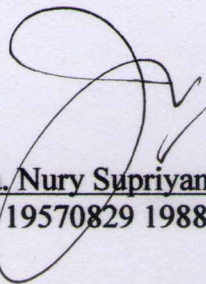
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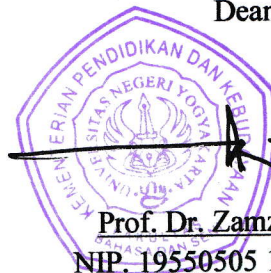
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Yang menyatakan,



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MOTTO

**"Life has two rules: Number One, never quit; Number Two,
always remember rule number one"
(Duke Ellington)**

**"Life is not what it's supposed to be. It's what it is; the way
you cope with it is what makes the differences"
(Virginia Satir)**

**"Give thanks for what you are now and keeping fighting for
what you want to be tomorrow"
(Fernanda Miramontes-Landeros)**

"When there is a will there is a way"

DEDICATIONS

I proudly dedicate this thesis to my parents,

Paryono & Sukati

Thank you for your endless love, patience, supports and continuous prayers.

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Finally, I realize that this thesis is far from being perfect. It is my pleasure to get some criticism for this thesis. However, I do hope that this thesis would be an extraordinary work for everyone who loves teaching English.

Hasni Parti Ningsih

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ABSTRACT

This study is action research that aims to describe the types of cooperative learning activities and their implementation to improve the students' reading comprehension at grade VIIA of SMPN 3 Mertoyudan in the academic year of 2010/2011.

The research was carried out at the second semester from May, 5nd to May, 25th 2011. The research members consisted of the researcher, the principal, the English teacher, and the students of grade VIIA. The steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of photography, field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' reading comprehension through the pre-test and post-test. Therefore, the quantitative data were in the form of students' reading scores in the pre-test and post-test.

The results of Cycle I showed that the implementation of cooperative learning activities (numbered head together, group investigation, make a match and jigsaw) and other accompanying actions (i.e. using genre based approach, creating various reading task, creating interesting learning media) were successful in improving the students' reading comprehension. However, cooperative learning activities which was implemented through group investigation was not successful because there were some students who were not actively engaged in the tasks/activities. Therefore, the researcher improved that action by giving each student a different responsibility to finish the task. Meanwhile, it was shown in Cycle II that the implementation cooperative learning activities (round robin brainstorming and team games tournament) and other accompanying actions (i.e. using genre based approach, creating various reading task, creating interesting learning media) were successful in improving the students' reading comprehension. From the two cycles, the implementations of cooperative learning were obviously effective to improve the students' reading comprehension. The improvement covers; (1)The students ability to comprehend the reading text,(2) the students' involvement in the reading teaching-learning process, and (3) the students' participation in the reading teaching-learning process. The findings were supported by the means of the students' reading scores which had improved from 63.27 in the pre-test to 79.30 in the post-test.

CHAPTER I

INTRODUCTION

A. Background of Study

The Teaching of English in Indonesia is focused on the student's communication ability. The communication can be in the form of oral and written forms. The learners should be capable of learning the four language skills namely listening, speaking, reading, and writing (*Depdiknas*, 2003: 6). Of four skills, reading has the biggest emphasis in learning English. In every subject, students' learning activities involve reading. Reading also plays an important role in language learning because it gives the input of information, knowledge, and idea to be applied in the speaking and writing skill. Additionally, reading is used in the final examination. So the students must have a good reading comprehension if they want to pass the examination.

As stated in the School Based Curriculum of English for junior high school, the students of junior high school are expected to have some abilities in understanding some simple functional texts, monologue, and essay in the form of procedure, descriptive, recount, narrative, and report texts. It means that in the English teaching learning process, the students need to have a good reading comprehension ability in order to understand those material well.

In reference to the observation conducted by the researcher, there were some problems that occurred in teaching reading comprehension at grade VIIA students in SMPN 3 Mertoyudan. The students' competence in comprehending English texts is low. The students' have difficulties to identify the purpose of the

text, the main idea, and the language features of the text. They also found difficulties to understand the meaning of some vocabularies that were used in the English text. As a result, the students had trouble to comprehend the text. Another problem was the students' involvement in some activities during the teaching and learning of reading in the classroom also low. This problem was caused by the process of teaching and learning of reading that tended to be monotonous. The teacher only focused on testing students' ability to translate and answer the questions. The students have rare opportunity to discuss and share the material with their friend. These conditions automatically created boredom for the students and decreased their involvement in learning reading

Since students often feel bored in doing the reading activity and the reading activity itself give impact to the students reading comprehension. It seems that they need new activities which are more challenging and interesting. There are many actions that can be done to improve students' reading comprehension. Some of them are cooperative learning. Cooperative learning is interesting method because it facilitates students to be actively involved in classroom, encourage the students cooperation in expressing idea, sharing idea, asking and explaining each other so that the learning process of reading comprehension will achieve the better result. When the students are active and have high motivation in the class, it helps them to understand and comprehend a text.

After having some discussion with the English teacher, the researcher planned to do some efforts to improve students' reading comprehension. With the endorsement from the class teacher, the researcher decided to conduct an action

research study involving the use of cooperative learning to improve students' reading comprehension.

B. Identification of the Problem

The identification of field problem concerning the English teaching and learning process at grade VIIA of SMP N 3 Mertoyudan Magelang was done through class observation and interview with the students and the English teacher. The class observation was done on January 7th, 2011. Based on observation and the interview the researcher classified the existing problems as follows:

The first problem is related to the teacher. The teacher was still the center of the teaching learning process. She talked a lot in the teaching learning process and seldom gives the students opportunity to discuss and share material with their friend. The teacher only focused on the students' ability to translate and answer the questions. Besides, the teacher does not implement an effective and appropriate method to teach the students who have different characteristics. It makes the students easily get bored in the learning process. Therefore, it affects the students' achievement in reading.

The second problem is related to the students. Many students found difficulties in reading English texts. They got difficulties to find the meaning of new vocabularies; and identify generic structure of the text and the language features of short functional texts. Those reasons made the students get difficulties to understand English texts. Besides, they had low motivation to join reading activity in teaching learning process. Some of them were passive because they got bored in reading activities.

The third problem is related to the materials used by the teacher. The teacher only used LKS (students' worksheet) for the materials in the teaching learning activities. The material given to the students were mostly taken from the LKS (students' worksheet). The teacher never used other resources such as from internet for supplementary material. The teacher did not give a various reading activity to the students so that they got bored easily in the classroom.

The fourth problem is related to media. The teacher did not use learning media like LCD or picture to support her explanation in classroom. The teacher just asks the students to read and then after they have finished, the teacher makes a correction. In the fact, learning media can contribute to motivation in students' English learning. By using media, students can develop their idea and vocabulary.

The fifth problem is related to the methods. A good method is a method which provides the students a lot of opportunities to be involved actively in the teaching and learning process. In reality the English teacher still used the traditional methods. The methods used in the teaching reading did not motivate the students to enhance their learning. This can be seen from the learning activities which consist of discussing material in the textbook, reading aloud, looking for the meaning of English words, and finally answering the questions based on the text. There are no variations of learning reading which could engage students to be more involved to the reading activities. This makes the process of the learning reading tend to be monotonous and uninteresting. As a result, it effects to the low students' reading comprehension.

Some problem above indicate that the cause of the low students reading comprehension at the first grade students of SMP N 3 Mertoyudan is not only the students but also the teacher, media, and methods. Those problems can be solved through many strategies or methods. One of them is cooperative learning. According to Wichadee (2003:1-2), the students who do not like to speak in the large class are comfortable speaking out in the small group. Cooperative learning can complete each other's strength and weakness in learning reading because every students has different background and ability which he or she can bring to the group. A proper implementation of cooperative learning can involve the students in the reading activities, give greater motivation, and help students to comprehend the text they read.

Based on the discussion on January 7th, 2011 the headmaster said that she agreed and allowed the researcher to do the research in term of improving the students' reading comprehension through cooperative learning at grade VIIA of SMP N 3 Mertoyudan Magelang. It would expected that the cooperative learning can improve the students reading comprehension.

C. Limitation of the Problem

There are many components influencing students' reading comprehension as identified above such as teachers, students, materials, media, and methods. To get the accuracy of the research finding and discussion, the researcher only focused on improving students' reading comprehension at the grade VIIA of SMP N 3 Mertoyudan Magelang in the academic year of 2010/2011 through cooperative learning.

The limitation is made by considering some reasons. First, the students' reading comprehension at grade VIIA of SMP N 3 Mertoyudan Magelang in the academic year of 2010/2011 is still low. So, efforts to improve it are needed. Second, cooperative learning is chosen as the way to improve students' reading comprehension because cooperative learning provides many activities that can be applied to teach reading in which the method is one of the teaching and learning components that affect reading comprehension as discussed in the identification of the problems above.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problem can be formulated as follows: "How can the students' reading comprehension at grade VIIA of SMP N 3 Mertoyudan Magelang in the academic year of 2010/2011 be improved through cooperative learning method?"

E. Objective of the Study

The objective of this research is to improve the students reading comprehension at grade VIIA of SMP N 3 Mertoyudan Magelang in the academic year 2010/2011 through cooperative learning methods.

F. Research Significance

The researcher expects that this research has two significances in the English teaching learning process, especially in teaching reading. The two kinds of significance in this research are theoretical and practical significance.

1. Theoretical Significance

- a. The result of research can be used as an input in English teaching learning process especially on reading comprehension.
- b. The result of research can be used as the reference for those who want to conduct a research in increasing reading comprehension.

2. Practical Significance

- a. For the principal, the result of this research can be used as information to decide the school policy related the English teaching and learning process.
- b. For the English teacher, this research can be one of the inputs and references about some effective ways of using cooperative learning to improve the students' reading comprehension in the English teaching learning process.
- c. For the students of grade VIIA of SMP N 3 Mertoyudan, it would improve their reading comprehension in the English teaching learning process in the classroom.

CHAPTER II

LITERARY REVIEW

A. Literature Review

1. The Nature of Reading

a. Definition of Reading

Reading is one of the language skills, besides writing, listening, and speaking. Reading is kind of information transfer from the books as the sources to the readers. Therefore, reading can be classified into the receptive skill because the readers just try to comprehend what they read without producing something. There are many definitions of reading according to many language experts. According to Alderson (2000:25), reading involves social context. He explains,

“Reading is not an isolated activity takes place in some vacuum. Reading is usually undertaken for some purpose, in a social context, and that social context itself contributes to a reader’s notion of what it means to read, or, as recent thinkers tend to put it, to be literate.”

Alderson suggests that reading involves social context. He suggest that reading is social practice. In sort, reading is not an isolated activity. It is usually conducted for various purposes in social context. Therefore, that social context itself contributed to the reader ideas. In other word the theory above explains that the term of reading can be defined as an active process of getting meaning intended by authors from language skill and background knowledge of the real word to grasp the meaning.

On the other hand, Celce-Murcia (2001:154) views reading as an interactive, socio cognitive process. It involves a text, a reader, and a social context within which

the activity of reading takes place. She says, “In reading, an individual constructs meaning through a transaction with written text has been created by symbols that represent the language.” The transaction includes the reader past experiences, language background, and cultural framework. As well as the reader’s purpose for reading, however, the expectation and intent of reading is to make meaning to comprehend what is read.

Another view on reading comes from Nunan (2003:68). He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In other words, background knowledge takes an important role in the process of reading and will influence the success of reading comprehension.

Based on those definition above, it can be concluded that reading is an interactive and thinking process of transferring printed information into meaning in order to communicate certain message between the writer and the reader. In reading actively the reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

b. Type of Reading Performance

Brown (2001:312) offers two types of classroom reading performance, namely oral and silent reading. Oral reading is suitable for beginning and intermediate levels. Oral reading in the beginning and intermediate levels are used as the evaluation of bottom up skills and examination of pronunciation. Thus, oral

reading is not real authentic language activity. Moreover, other students will lose attention when the students are reading orally.

Silent reading is divided into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom-oriented activity in which students focus on linguistics or semantic details of a passage. Besides, intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like.

It can be concluded that the classroom reading performance has two types, they are silent and oral. Those are important ways to improve students reading comprehension.

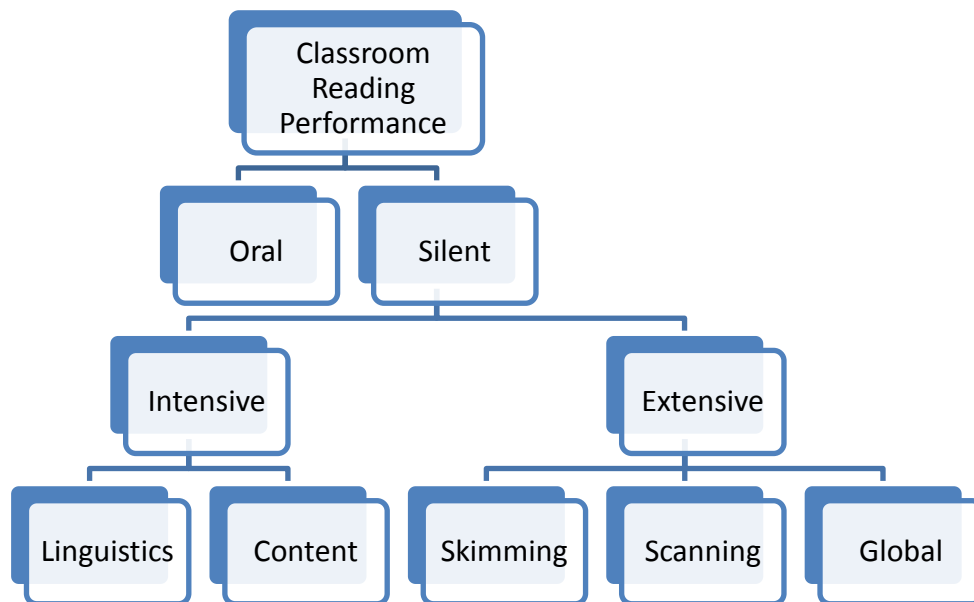


Figure I. Types of Reading Performance (Brown, 2001:312)

c. Reading Skill

Reading is a complex interactive process that is very important to learn. By learning the skill, students will have good reading competence. They will get fewer difficulties when they are doing a reading activity. It is better for the teacher to make the reading skills as the focus of the reading lesson (River,1981:259). The reading skill, once developed, is the one which can be most easily maintained at the high level by the students themselves without further help from a teacher.

Brown (2001:307) proposes some skill for reading comprehension. These skills are required to become an efficient reader. The micro skills that are suggested by Brown (2001:307) include the following issues.

- 1) Recognizing the difference characteristics of graphemes and ethnographic patterns of English.
- 2) Keeping chunks the difference length of language in short term memory.
- 3) Writing process at an efficient rate of speed.
- 4) Identifying a care words, and interpreting word order patterns and their significant.
- 5) Identifying grammatical word clauses (nouns, verbs, etc), system (e.g. tense, agreement and pluralisation), patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning can be expressed in different grammatical forms.
- 7) Identifying cohesive device in written discourse and their function in marking the relationship among clauses.
- 8) Identifying the rhetorical forms of written texts according to the form and purpose.
- 9) Identifying the communicative functions of written texts according to form and purpose.
- 10) Deducing context that is not explicit by using background knowledge.
- 11) Deducing links and connections between events, ideas, etc. Deduce causes and effects, and discover the relations such as main idea, supporting idea, new information, given information, generalization and exemplification.

- 12) Recognizing literal and implied meanings.
- 13) Identifying specific reference culturally and interpret them in a context of appropriate cultural schemata.
- 14) Developing and using a series of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

It can be concluded that the reader needs some micro skills to comprehend the reading text easily. There are fourteen micro skills in comprehending the text for the reader to become the efficient reader. Those micro skills are related to the ethnographic pattern, vocabulary, grammar, rhetorical forms of text, background knowledge and linguistic ability of the reader, and a series of reading strategies which are related to bottom-up procedures and the top-down processes.

Mikulecky (1999: 35) proposes two skills that are essential for a good reader namely *previewing* and *predicting*. *Previewing* means the skill when the readers gathering information about the book, by examining its cover. The aim of previewing is to help the readers to predict or to make some educated guesses. This kind of skill is namely predicting. The reader should develop the habit of applying these skills whenever he/she read. She adds some of the reading skills that reader needs to know, those are *making inferences* and *summarizing*.

- (1) *Making inferences* is an activity where the reader must look for clues and try to guess what the passage is about. For example when the reader try to find the topic of the passage, the topic of a text may not be stated in anywhere directly.
- (2) *Summarizing* is the retelling of the important parts of a passage in a much shorter form. The aim is to make sure the reader have understood something, to explain the sense of a passage to someone else, and to review texts for examinations.

A reader needs to know other skills of reading, those are making inferences and summarizing. The reader should make inferences to know what the text is about. The reader need to summarize the text to know whether he/she understand to text or not. If the reader understands about the content of the text, he or she can tell detail information to someone else and review the text easily.

Grabe in Alderson (2000:13) notes that fluency is the central foundation for efficient reading and can be gained through automatic recognition skills, vocabulary and structural knowledge, formal discourse structure, content, world background knowledge, synthesis and evaluation skills and metacognitive knowledge, such as skimming, previewing, and using context to solve misunderstanding.

d. Definition of Reading Comprehension

To know further about reading comprehension, it is important to know the definition first. There are many definitions suggested by experts. Lenz (2005:1) says “reading comprehension is the process of constructing meaning from text.” In his theory, Lenz explains that the aim of all reading instruction is ultimately targeted at helping the reader comprehending text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer’s words and then using background knowledge to construct an approximate understanding of the writer’s message. In line with Lenz, Mikulecky and Jeffries (1996:3) state that comprehension happens when the reader constructs the meaning of the text by interpreting textual information in the light of prior knowledge and

experiences. The meaning of the text is constructed by the reader who makes a connection between the text and what is known about the world, based on the individual values, beliefs, native language discourse process, and consciousness of language.

Meanwhile, Davies (2002: 90-91) proposed a model of reading comprehension presented as follow:

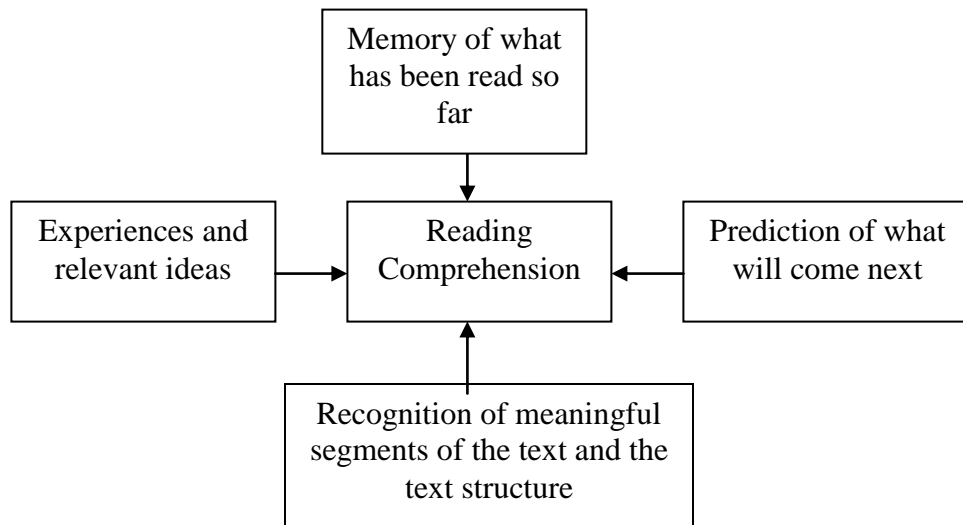


Figure 2: a model of reading comprehension

Burnes and Page in Piaget (1991) also point out that to understand or remember what is read, the reader must be able to relate new information to the previous knowledge. It means that the knowledge has by the readers influence the ability of the readers in comprehending what they are reading. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information about the

materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand it. It is also as Gibbons (1993:52) states that readers bring their own background knowledge of the field, topic and their understanding of language system itself. On the other word, the prior knowledge had by the readers is an important tool that can help the readers in comprehending the reading materials. It will guide them to have better understanding about something, so that reading activity can improve their knowledge because reading can give many advantages. The more people read, the more they will get.

On the other hand, Neufeld (2005:302) states that comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.

According to some definitions above, the researcher interprets that reading comprehension is a complex process of constructing meaning from the text. The meaning of the text is constructed by the reader who makes a connection between the text and his memory and experiences. The comprehending process which is focused on how (the way) it works guides the readers to comprehend a reading text systematically. The process of reading comprehension itself can be influenced by some factors that will be further discussed below.

e. Factors Affecting Reading Comprehension

As stated above the process of reading comprehension can be affected by some factors. Many experts proposed different ideas of the factors affecting reading comprehension. According to Lenz (2005), comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called “considerate text” and text that is poorly organized and difficult to understand can be called “inconsiderate text.” The more inconsiderate the text, the more work will be needed for reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in the text will have more difficulty comprehending the text.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult texts and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers. Students with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of

considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Those strategies are need to be taught directly as students learn to read simple sentences and this direct instruction need to continue in different forms throughout a student's elementary and secondary school experience.

Another theory says that reading comprehension is affected by internal and external factors. The internal factor consists of linguistic abilities, and miscue analysis (the analysis of errors or unexpected responses which readers make in reading, as part of the study of the nature of the reading process in children learning to read their mother tongue) of reading errors. Linguistics abilities concern the grammar of a language, the social and psychological aspect of language use, and the relationship among languages. A miscue analysis is an unexpected response to language that causes the reader's pronunciation to be at variance with the writer's words. In miscue of oral reading, inaccurate is analysed to the reader's factors including intellectual, education background, prior experiences with the literacy, reader's motivation and schemata (Celce-Murcia, 2001:56).

Besides internal factors, there are also external factors influencing reading comprehension. According to Catherine and Shattuck (2005:117), the factors influencing reading comprehension are reading instruction, social interactions at homes, classroom and the community that motivates students to read, reading for

various purposes, reader's interest, and socio-cultural context in which reading takes place.

The theories above imply that reading comprehension is not a single matter. It is affected by some factors such as the reader's intelligence and background knowledge, the technique and strategy used, and the features of the texts. All of those factors relate each other in influencing the reader's reading comprehension skill.

2. Teaching Reading English to Junior High School

a. The Characteristics of Junior High School Students

Junior high school students or teenagers are categorized into adolescent learners. In this period, adolescents like to spend their time for hanging around friends, peers, and often-disruptive behaviour in class. However, they have a great capacity in learning if the teacher can engaged them. Junior High School students have special characteristic that make them different from younger and older students. As a teacher, it is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 12 to 14 years old. They are in the process of changing from children to adolescent. They are usually less motivated and they present outright problems. The characteristics of adolescent's learners according to Harmer (2001:38-39) are:

1. They seem to be less lively and humorous than adults.
2. They would be much happier if such problem did not exist.
3. They may be disruptive in class.
4. They have a great potential creativity and a passionate commitment to things that interest them.

It is widely accepted that one of the key issues in adolescents is the search for individual identity. It makes them like challenges, peer approval, and being forced among classmates and friends. According to Amstrong (1983:30), certain psychological and physiological characteristic in the 12 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark (1997:7) states that adolescence, is a period of change, of new experiences, of learning new roles, of uncertainty, and instability an doubly one of the most trying times in life. Harmer (2001:30) argues that adolescence like if they are engaged in the activities, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

Based on the explanation above, it means that students in Junior High School level like to be encouraged to respond to texts and sit with their own thought expectation rather than just answering questions or doing abstract learning activities.

b. Teaching Reading Comprehension to Junior High School Students

Teaching is a process of showing, guiding or facilitating learning, enabling the learner to learn, and setting a condition for the learner. Teaching is a complex

system in transferring knowledge to the learner. It is not only transferring but also making the learner understand the knowledge (Brown 2001:6).

Kimble and Garnezy in Brown (2001:7) defined teaching as a process of showing or helping the learners or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand. That is why teaching gives a big effect to the learning process. In the language teaching and learning process, of course, the teacher plays an important role. The teacher is the key to facilitate and promote the materials, method, activities, etc.

Teaching reading comprehension is also a process of showing or helping the learners to derive meaning from the word combination in the text. Paul (2003:85) informs that when the teachers are teaching reading using appropriate methods, learning to read can be wonderful adventure for the students.

That is why in teaching reading comprehension to Junior high school students, the teacher should use appropriate method, which makes the students enjoy the learning process. Giving explanation in limited portion is also important as long as it can help the students comprehend what they read

c. Teaching Reading using Genre Based Approach

According to Richards (2005:40), genre based approach, sees as communicative competence which is involving the mastery of different types of texts. Genre based approach is primarily concerned with what learners do with language,

e.g. what they do with whole texts in a context. Genre based approach is concerned with unit of discourse called texts (Feez and Joyce, 2002: 4). The objectives of the implementation of genre based approach are always related to the use of whole texts.

1) Building Knowledge of the Field (BKOF)

According to Feez (2002: 28-29), in building of the context; first, the students are introduced to the social context of an authentic model of the text-type being studied. Then second, the students explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves. And the last, the students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

This stage is to direct and to assist the students' attention toward the topic and to prepare their understanding to deal with it. The certain genre which is used to build up and extent vocabulary relevant to the topic or to the text type being studied is discussed in this phase. Some study techniques can be in the form of demonstration, explanation, discovery, accurate reproduction, immediate creativity and check questions. The time spent on this stage before move to the next stage depends on students' understanding and students' knowledge about the topic. The teacher can also return to this stage if students do not understand about the topic or the text yet.

According to Hammonds (1992:19) he explains that classroom tasks and activities at the BKOF stage will also enable students to explore cultural similarities and differences related to the topic.

2) Modeling of Text (MOT)

According to Feez (2002:29) in this modeling stage students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type. As it is a modeling stage, MOT is the stage where the students are given a model of language features of the target language. In this stage, there is an explicit focus on analyzing the genre through a model text related to the course topic.

It is recommended that selections of the genres be those which reflect the students' needs outside the classroom and their goals in literacy development. The teachers may also develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give. The students should see the direct relevance of what they do and they learn in their classroom to what they really need to do outside it. The students can do a role play about the topic in the oral cycle or continue with discussing the schematic structure and the grammatical features of the text in the written cycle.

3) Joint Construction of Text (JCOT)

The emphasis of this stage is that the teacher should prepare diagnostic assessment in order she/he can decide whether the students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction stage (Feez, 2002:30). JCOT is aimed at enabling students to construct a similar text. In this case the teacher and the students may

discuss together. The discussion will show the students' knowledge and understanding resulting from the text analysis which was carried out in the preceded stage- the modeling of text stage. This stage may include the negotiation between the teacher and the students and among students regarding on shared knowledge about the discussed genre.

Hammonds (2002:22) believes that classroom tasks and activities in this stage will enable students to explore further the purpose of the genre and its relation to the topic or the field, contribute knowledge of the field in the shared construction of a text, negotiate with the teacher and other students regarding the most appropriate organization of knowledge about the topic into a written text, draw on knowledge of the schematic structure and the linguistics features of the genre in negotiations about appropriate organization of the genre, and develop and understanding of some of the differences between talking about a topic and writing about it.

4) Independent Construction of Text (ICOT)

ICOT tasks require students' independence in constructing text. According to Feez (2002: 31) independent construction in reading activities including performing a task, sequencing pictures, numbering, tricking or underlining material on a worksheet and answering questions.

The teacher may continue the task to give independent task if a group or pair construction has shown that the students have gained control of the field and the mode. The teacher' rule in this stage is only to provide constructive comment to the students on what further development may be necessary. The problem that may

emerge in this stage is in how to support students to complete their task independently.

5) Linking Related Texts

According to Feez (2002: 31), in this stage, students investigate about what they have learnt. In this teaching or learning cycle can be related to:

1. Other texts in the same or similar contexts.
2. Future or past cycles of teaching and learning.

According to Feez (2002: 31), he states that activities which link the text type to related texts include:

1. Comparing the use of the text type across different fields.
2. Researching other text types used in the same field.

Thus, the teacher should make sure that the task in the previous stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the Independent tasks in context.

D. Genre Materials for First Grade in Junior High School

The genre text materials for the junior high school students are presented in simple sentences. The materials taught in the first grade of junior high schools can be categorized as follows:

A descriptive text is a text which describes particular person, place, or things. It is organized to include identification which identifies phenomenon to be described

and description that describes parts, qualities, characteristics of the person, place, of things to be described. Common grammatical patterns of a description include:

- 1) use of particular nouns, e.g. my teacher, the Opera House;
- 2) use of detailed noun groups to provide information about the subject, e.g. It was a large rowboat with a tall front and tall back;
- 3) use of various types of adjectives, e. g. describing, numbering, classifying;
- 4) use of relating verb to provide information about the subject, e.g. My Mom is really cool;
- 5) use of thinking and feeling verbs to express the writer's personal view about the subject, e.g. Police believe the suspect is aimed, or to give an insight into the subject's thoughts and feeling, e.g. My friend Amanda adores chocolate ice cream;
- 6) use of action verbs to describe the subject behavior , e. g. Our new puppy nips at our heels and wrestles with our slippers;
- 7) use of adverbial to provide more information about this behavior, e.g. *Our new puppy always nips playfully at our heels;*

(English K-6,1998:85)

Procedural text as one of the factual text can be said as the simple text type because the contents is just the instruction sentences for doing something or how something can be done. Mark and Kathy (1997:48) argue that a procedural text is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something to be done.

3. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is one strategy for group instruction. It is the learner-centred approach. Many experts give definitions of cooperative learning. According to Slavin (1994: 4) cooperative learning is a variety of teaching methods in which students work in small groups to help one another to learn academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understanding.

Brown (2001:47) also state that Cooperative learning is a students work together in pairs and groups, they share information and come to each other's to get helps. They are a "team" whose players must work together in order to achieve goals successfully. Cooperative learning gives more perspective to the teacher about classroom techniques, more directives to students about how to work together in the group. Cooperative learning is a model and group learning activity that is dependent in socially structured exchange of information between learners.

According to Johnson (2005: 97), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students. Cooperative learning is a teaching strategy in which small teams, each with

students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping team mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

From the definition above, it can be concluded that cooperative learning is teaching methods that can give positive effects for students, both with and without disabilities, as reflected in increased academic achievement and improved social attitudes and behaviours. The general principle behind cooperative learning is that the students work together as a team to accomplish a common goal, namely that each student learns value from the cooperative learning activity. Although cooperative learning activities may require more teacher preparation of group material and monitoring of group activities, cooperative learning can give more benefit both to the teacher and the students.

b. Element of Cooperative Learning

Roger and Johnson in Lie (2004:31) suggest that in order to make a lesson be structured cooperatively, five essential elements must be fulfilled. They are five elements which distinguish cooperative learning from other traditional grouping styles.

1. Positive Interdependence

The first is the concept of positive interdependence. The students must feel that they need each other in order to complete the group's task that is they "swim or sink together". Each group member depends on one another to accomplish a shared goal or task. Without the help of one member, the group is not able to reach the desired goal. For a true cooperative learning condition, students must perceive that they are positively interdependent with other members of their group.

2. Face-to-face Interaction.

The second element necessary for a successful cooperative grouping strategy is face-to-face interaction. The students must help one another: assisting, supporting, encouraging, and praising each other as the efforts to learn. The students also must be allowed to explain to each other how to solve problems, how to discuss the nature of the concept being learned, and how to teach one another. In addition, the verbal and nonverbal responses of their group members will provide important information.

3. Individual Accountability

The third element is individual accountability. The students must feel that they are accountable to complete a task and to master the materials. It is important for group members to know who may need more assistance, support, and encouragement. In the end, structuring individual accountability through an assessment process, whether written or oral, will be necessary on the part of teaching and learning process.

4. Interpersonal Skill

The fourth element in this teaching and learning process is learning to have interpersonal skill. Placing together the students who do not have a developed level of social skill in a group and then asking them to work together does not mean that cooperation will occur. Cooperative skills include leadership, conflict-management, decision making, trust building, and communication.

5. Group Processing

Group processing is an assessment of how groups are functioning to achieve their goal task. By reviewing group behaviour, the students and the teacher get a chance to discuss special need or problem within the group. On the other hand group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationship. Groups need to describe what member actions are helpful and not helpful and make decision about what behaviour to continue or change. Such processing enables learning groups to improve the quality of member's learning, facilitates the learning of collaborative skill, ensure that members receive feedback on their participation and enables teaching groups to focus on group progress

From the explanation above, it becomes clear that in order to be cooperative, a group work has to fulfil the elements of cooperative learning. In other word, if those element of cooperative learning did not apply in in the group, group work cannot be called as cooperative learning group. It will only be a traditional group work.

c. Cooperative Learning Activities

There are many cooperative learning activities proposed by some experts. The activities are proposed by Spencer (Kagan,1994). The first is *Think-Pair-Share*. It involves a three-step cooperative structure. During the first step, the students think silently about a question posed by the teacher. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

The second is *Round Robin Brainstorming*. The class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about the answers. After the “think time”, the members of the team shares responses with one another round robin style. The recorder writes down the answer of the group members. The person next to the recorder starts, and each person in the group gives an answer until the time is called.

The third is *Numbered Heads Together*. This structure is useful for quickly reviewing the material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1, 2, 3, 4). Students coach each other on the material to be mastered. Teacher poses a question and calls a number. Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence.

The fourth activity is Group Investigation (Sharan & Sharan, 1992). It is a general classroom organization plan in which students work in small groups using

cooperative inquiry, group discussion, and cooperative planning and projects. In this method, students form their own group consist of two to six member groups. After choosing subtopics from a unit that the entire class is studying, the groups break their subtopics into individual tasks and carry out the activities that are necessary to prepare group reports. Each group then makes a presentation or display to communicate the findings to the entire class. Other activities are proposed by other experts.

The famous one is *Jigsaw II*. It is an adoption of Elliot Aronson's (1978) jigsaw technique. In this method students work in the same four-member and heterogonous teams as in the other cooperative learning activities. The students are assigned chapters, short books, or other materials to read, usually social studies, biographies, or other expository material. Each team member is randomly assigned to be "expert" on some aspect of the reading assignment. After reading the material, experts from different team meet to discuss their common topics, and they return to teach their topics to their teammates. Finally there is a quiz or other assessment on all topics.

Teams-Games-Tournament is one of cooperative learning activities designed by Robert Slavin for review and mastery learning of material. Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. The main idea behind TGT is to motivate students to encourage and help each other master skills presented by the teacher. The teacher then organizes the games/practice.

From above activities, it can be concluded that the basic way in applying cooperative learning is by assigning students to work in groups. They must work together to resolve any problems related to learning goals. The students have responsibility to develop their team members in learning. To help each other to master the subject-matter, they do not compete but they work together and cooperate to develop their capability in learning and to master the learning materials.

Cooperative Learning activities that had been discussed above will promote learner autonomy and personal responsibility for language learning by allowing individual learner choices and decisions during the learning process. This emphasis on the learning process rather than the product alone is the hallmark of Cooperative learning. Learners improve not only their linguistic competence but also their communicative competence and collaborative skills.

B. Conceptual Framework

Reading is one of the important skills that should be acquired by students. By reading, the students can get information from texts and they can make use the information to answer questions. Hence, comprehension is the purpose of reading or learning. Based on school based curriculum for junior high schools, students are required to have ability to use the language to fulfill daily need such as reading newspapers or other sources. They should be able to comprehend texts to fulfill their needs. Moreover, in tests or National Examination (UAN), almost all questions are

constructed by texts. Therefore, the students must have a good reading comprehension if they want to pass the examination.

One of the problem related to the teaching reading comprehension at the first grade students of SMP N 3 Mertoyudan Magelang was caused by the teaching methods that used by the teacher. The method in reading class was traditional method, the teacher was talked a lot and gives explanation all the time. The teacher was asked students to look for difficult word and answer questions with less discussions. The students were seldom discussed and shared the materials each other. Those methods can creates boredom for students because the teaching learning process tend to be monotonous and uninteresting. Regarding problem above the use of appropriate teaching method can be helpful in improving students reading comprehension.

To overcome the problem, the researcher would be applied Cooperative Learning as methods in teaching learning process. Cooperative learning can arouse students motivating in learning. It also creates a learning atmosphere which is full of encouragement and positive group relation. Cooperative learning is used since the teacher seldom puts her students in some groups during the teaching and learning process. Besides, the students enjoy learning together as their learning can be facilitated through working in a team. By working together, not only students reading comprehension can be improved, but also it will simultaneously give a positive impact to the students' vocabulary student involvement in the teaching learning process and self- esteem. Having a partner to work with will help the students learn

the materials. They have more chances to comprehend the text with their friends as well. During the learning process, students are led to help each other in group. They also motivate and encourage each other to make a maximum effort in performing their tasks, so it can improve students' responsibility to do the best both for themselves and their group. However, the students' motivation and performance in the reading process affect their reading comprehension ability. Therefore, cooperative Learning can be appropriate method for improving the students' reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research on improving students' reading comprehension through cooperative learning at grade VII A of SMP N 3 Mertoyudan is action research which focuses on the effort to improve reading comprehension. It will have implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher has invited the the English teacher, and the students to work collaboratively. The research was done collaboratively in the reconnaissance, action and observation and reflection steps. In this case, the researcher cooperated with the English teacher of first grade.

B. The Research Setting

SMPN 3 Mertoyudan Magelang is located on Jl. Mayor Unus, Mertoyudan Magelang. Totally, this school has eighteen classrooms. It also has some adequate facilities to support the teaching and learning process, such as a physics laboratory, a biology laboratory, a language laboratory, a computer laboratory, a library, a music laboratory, a hall, and volleyball and basketball courts.

The action was implemented in grade VII A which consists of 32 students. There were 14 boys and 18 girls in the classroom. The classroom was not very big but it is clean and bright enough. There were 16 desks and 32 chairs. The equipment were an information board, a lesson schedule, a broom, a cupboard, and a big chalkboard. The students' characteristics in grade VII A were categorized into two characteristics. They were active and passive students. The

active students dominated the teaching learning activity in this class. Therefore, it made the other students prefers to keep silent and become passive. The condition made the teaching learning process did not run effective.

This class was chosen as the subject because based on the previous observations; the students in this class experienced some problems in learning English especially reading. The problems were lack of students' reading comprehension, students' minimum vocabulary, ineffective teaching method, and limited sources of media and materials. Those problems are believed to provide big impacts on students' reading comprehension ability in the English teaching and learning process.

C. Techniques of Data Collection

The data were in the form of interview transcripts, field notes, the result of reading comprehension test and photographs of the teaching and learning process of reading. They were collected through observations, in-depth interviews, pre-test and post-test, and the pictures of teaching learning process in the class.

1. Observation

The observation was conducted to know what happened in the classroom during the teaching learning process. The researcher observed the students before the implementation and during the teaching and learning processes. The researcher and the English teacher wrote anything that happened in every meeting during the research. The details were written in the field notes.

2. Interview

In order to get detailed information about the problems, the researcher held some interviews to the English teacher and the students of Grade VIIA of SMP N 3 Mertoyudan Magelang. The interviews were done in the need analysis and after the implementation in each meeting. The researcher recorded the interview process through voice recorder then she made an interview transcript.

3. Pre-test and Post-test

Reading Comprehension tests were conducted three times. The first test was conducted before implementing the actions in Cycle I. The last was after implementing the actions in cycle II.

4. Photographs

The researcher took the photographs of the teaching and learning process during the research. It aimed at showing anything that the researcher, the English teacher, and students did in the class during the research.

D. Data Analysis

1. Data Analysis technique

From the data collection technique, there were two forms of data in this study. The first was qualitative and the second was the quantitative. The qualitative data were obtained from the interview with the students and teacher and the classroom observation. Meanwhile, the quantitative data were obtained from the reading comprehension test.

The qualitative data obtained from the interview and the classroom observation with the teacher and students about the teaching and learning process of reading by using cooperative learning during the implementation. In this

research, data reduction was done by omitting the data which were not suitable with the formulation of the problem. Then, in data display, the data were presented and described in the form of dialogue and narration. Finally, a conclusion could be made based on the data description. The result of this analysis helped in predicting the impact of the action.

Meanwhile, the quantitative data from the reading test were analyzed by using descriptive statistics. The descriptive statistics aimed at providing answers about the students' learning achievement before and after applying cooperative learning activities. The statistics which were used in the computation were the mean which was the average score attained by the subjects of the research. From the result of the reading test, the students' progression was identified.

2. Data Validity and Reliability

Anderson et al. (1994) in Burns (1999:161-2) explain five validity criteria in action research; they are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. This research fulfilled the following criteria:

1) Democratic validity

Burns (1999) cites that democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher validated the data collection through interviewing the teacher and the students as the data resources who had the right to give their comment, suggestion, and critique that would be the suggestion for the researcher to improve the next section.

2) Outcome validity

The result of the action in the each cycle was seen to know whether the action was successful or not. After that, it could be seen the resolution of the problem. There would also be new questions appeared from reframing of the problem. The new questions were used to decide the plans for the next cycle.

3) Process validity

This criterion relates to the dependability and competency of the research (Burns, 1999). In this research, the researcher collected the data by doing observation and making note during the research. It means that anything that happened in the teaching and learning process were noted.

4) Catalytic validity

This criterion related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting. In this research, the researcher asked the students' responses to the changes occurring to themselves.

5) Dialogic validity

This criteria means that the researcher always having dialogues with the teacher in reviewing what had she done in the classroom. In this research the researcher had dialogues with the teacher to review the actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done.

To avoid the subjectivity in analyzing the data and to get the trustworthiness, the research used triangulation through interview and observation. To obtain trustworthiness, Burns (1999:163) suggests four triangulation techniques. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

- 1) Time triangulation: data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about the improvement on reading comprehension through having pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.
- 2) Investigator triangulation: the researcher and the English teacher were in charge of observing the teaching and learning process so that both of them contributed in the making of the current field notes and observation checklists.
- 3) Theoretical triangulation: data were analyzed from more than one perspectives. The researcher involved more than one source in gathering the data. The researcher involved the English teacher and the students. The researcher also referred to many theories in conducting this research and consulted with her lecturers.

E. Procedures/Steps of the Action Research

In conducting this research, the researcher has done some step below:

a. Reconnaissance

The first step in this research was reconnaissance. Firstly, the researcher interviewed the English teacher to identify the problems in the field. After that, the researcher collected the information by observing the teaching-learning process and interviewing the some students, then the researcher discussed with the English teacher. The action was taken based on the existing problems in the field. The researcher and the English teacher shared their opinion, ideas, and the problems in the teaching learning at Grade VIIA of SMP N 3 Mertoyudan Magelang. Based on the result of the observation and interview, the researcher and the English teacher identified the problems that occurred during the teaching and learning process. After that, the researcher focused on analyzing the problems related to the students' reading comprehension.

As mentioned earlier, the main problem agreed on was that the students' reading comprehension was still low. Moreover, it was realized that this problem was closely related to the other problems below.

1. The teacher rarely grouped the students in order to build up discussion.
2. The students reading comprehension was low.
3. The activities in teaching learning process were monotonous.
4. Teacher only focused on translating and testing when she taught reading to the students.

5. The students lacked vocabulary and had difficulties in understanding the text.
6. The reading tasks were not interesting and the teacher rarely used media.
7. The teacher did not use a proper technique for teaching reading.

b) Planning

The researcher and the English teacher worked together to make some plans to be implemented in the teaching learning process. The aim of the actions was to improve the students' reading comprehension through cooperative learning. The actions planned are presented below.

1. Implementing cooperative learning activities.
2. Providing interesting reading task/activity.
3. Using interesting learning media (picture).
4. Applying genre based approach in the teaching learning process.

c. Action and observation

After some plans were developed and agreed together, the researcher and the English teacher were implemented the plans in the classroom. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. The teacher acted as observer of the action and the researcher acted as a teacher. The actions were implemented in two cycles. The first cycle was done in three meetings and the second cycle was done in two meetings. The topics used were adapted from Standard of Competence and Basic Competency. The topics were Procedure and Descriptive texts. Besides implementing the action plans, the researcher also observed the students' reaction during the activities and did the

interviews with some students of Grade VIIA SMP N 3 Mertoyudan Magelang after the action was done. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next action.

d. Reflection

The reflection was done every time after each cycle of action was completed. The reflection was an important step because it could be used to measure whether the actions were successful or not. When the actions were unsuccessful, they were revised for the next cycle. The reflection was gotten from observation and the interview with the English teacher and some students of grade VIIA of SMP N 3 Mertoyudan Magelang. They gave their comments of the actions done. The reflection was brought about to see what happened in the actions and to see whether the learning objectives were achieved or not.

CHAPTER IV

RESEARCH PROCESS, FINDINGS, AND DISCUSSION

As stated in the previous chapter, the research method used in this study was action research. In doing the action research, the researcher followed the steps including determining the thematic concern or the reconnaissance step, planning, actions and observation, and reflections. In the reconnaissance step, the researcher observed and identified the problems that occurred in the teaching and learning process. The second step was planning. After the problems had been identified, the researcher designed actions that were feasible to be implemented in the field. The action design in this research was used cooperative learning. The third step was action and observation. In this step, the researcher implemented the action designed. After the research had been done, she got the data. From the data she observed and evaluated the data, whether cooperative learning was effective or not to improve the students' reading comprehension. The final step was the reflection step. The researcher did some reflections on the actions to make better improvement in the next cycle.

A.Reconnaissance

1.Identification of the Field Problems

To identify the problems existing in the research setting, the researcher did a class observation to find the problems concerning the English teaching and learning process in grade VIIA of SMPN 3 Mertoyudan Magelang. Moreover, the English teacher and the first grade students were interviewed to get some input about their opinions concerning the weaknesses and suggestions related to the

English teaching and learning process. The class observation was done on January 11th, 2011. The result of the class observation was represented in the vignette below:

Day and Date: Friday, January 11th 2011
 Time and Place : 09.00-10.40, Classroom
 Class : VII A

The teacher entered the classrooms in time. She greeted the students then asked the students to pray first. The students prepared their LKS on the table. They would continue the previous lesson to discuss some texts in the LKS. The teacher started the lesson by asking the students to open their LKS. Some students did not bring the LKS. The teacher asked them why they did not bring the LKS and told them to bring it next meeting. The teacher said, "Today we are going to discuss some texts. *Sampai teks yang mana kemarin kemarin?*" "Text 5, Ma'am", the students gave response. "Okay, kalau begitu langsung saja ya".

The teacher started the discussion of the text by asking the students the title of the text, "What is the title of the text?" the students answered, " my house is my heaven?" Then she asked about the title of the text "Do you know the meaning of the title". The students kept silent so the teacher continued. She asked the students to read each paragraph in the text loudly in turn. When the teacher explained the text some students in the back seat chatted seriously with their partner. **The teacher tends to talk a lot**, without pay attention to the students activities. After one student finished reading a paragraph, she often gave responses like correcting student's pronunciation, asking the students to repeat pronouncing the words after her, and writing the transcript on the board. **Some students in the front line took a note, but the others did not pay attention.**

The class was noisy when the teacher asked the students to do the tasks from LKS. After giving the tasks, the teacher was busy with her own activities in front of the computer. The teacher only asked the students to read the texts on page seven the students should do the tasks below the texts. The teacher let the students read by themselves. Some students sighed because they did not know what the text was about.

The students did the tasks lazily. In addition, **the teacher did not control the students' work whether they had difficulties or not.** The students opened the dictionary to understand the difficult words by themselves. Suddenly, the teacher asked the student whether they have finished or not in doing the tasks. The students answered "not yet" to the teacher. **There were only some students did the tasks while the others just looked at their friends' works.**

The teacher herself did not pay attention. The teacher stood up and walked around to see the students' work. After that, the teacher took her LKS on the table and started to discuss the questions together with the students. The teacher asked the students to read the answers for each question. After the students finished reading all of the answers, the teacher asked the students some more questions about the texts. If one student could not answer the questions, the teacher would ask the other students. Before the lesson was ended, the teacher reviewed the material from the beginning. She asked whether the students had any questions, they said they didn't have any questions. **It seemed that they were not confident to ask questions.** She reminded the students to prepare the material they would discuss in the next meeting. Finally she ended the lesson that day

After doing the class observation and the interview, the researcher and the English teacher identified the problems related to the English teaching and learning process in Class VIIA of SMPN 3 Mertoyudan Magelang. The problems were presented in the following table.

Table 1
Field Problems in the English Teaching and Learning Process in Class VIIA of SMPN 3 Mertoyudan Magelang

No	Field Problems	Code
1	Some students were not motivated to take part in the teaching and learning process.	S
2	Some students tended to be silent when the teacher asked them.	S
3	The students lacked vocabulary and grammar in understanding texts	S
4	Some students were passive and easily got bored in teaching learning process.	S
5	The students did not pay attention to the teacher.	S
6	The teaching technique used in reading activity was not interesting.	TM
7	The teacher did not use a proper technique for teaching reading.	TM
8	The class was teacher centered.	T
9	The activities in teaching learning process were monotonous.	T
11	The teacher did not pay attention to all students.	T
12	The teacher rarely used media (LCD or picture)	T
13	The teacher rarely grouped the students in order to make a discussion.	T
14	The students were not motivated in doing the tasks	M
15	The reading tasks given to the students were monotonous.	M
16	Teacher only focused on translating and testing when she taught reading to the students	T

Note: S: Students M: Material T: Teacher TM: Teaching Method

2. Weighing the Field Problems Based on the Urgency Level

After the field problems were identified, the next step was weighing the field problems. The researcher weighed the field problems by holding discussions

with the English teacher. They tried to select the identified problems based on the urgency level, namely, urgent and less urgent. The urgent problems were those which should be overcome soon and the less urgent problems were those which were not to be overcome soon. As stated in the first chapter, the researcher only focused on the students' reading comprehension. As the result, she limited and selected the problems that were related to reading in the teaching learning process. The following tables were the identified problems based on the urgency level.

Table 2
The Most Urgent Problems in the Teaching and Learning Process of
Reading in Class VIIA of SMPN 3 Mertoyudan

No	Field Problems	Code
1	The students did not pay attention to the teacher.	S
2	The activities in teaching learning process were monotonous.	S
3	The students lacked vocabulary and grammar in understanding texts.	S
4	The teacher rarely grouped the students in order to make a discussion.	S
5	Some students were passive and easily got bored in teaching learning process.	
6	The reading tasks were not interesting and the teacher rarely used media (LCD or Picture)	M
7	The teacher did not use a proper technique for teaching reading	TM
8	The students were not motivated in doing the tasks.	S
9	Teacher only focused on translating and testing when she taught reading to the students.	T

Note: S: Students M: Material T: Teacher TM: Teaching Method

3. Selection of the Field Problems Based on the Feasibility Level

In this step, the field problems were selected by the English teacher and the researcher based on the feasibility of the problems to be solved. By

considering the time, funds and energy, they selected the problems in the teaching and learning process of reading which were the most solvable. Those problems were as follows.

Table 3
The Most Feasible Problems to be solved in the Teaching and Learning Process of Reading in Class VII A of SMPN 3 Mertoyudan.

No	Field Problems	Code
1	The activities in teaching learning process were monotonous.	TM
2	The teacher rarely grouped the students in order to make discussion.	T
3	Teacher only focused on translating and testing when she taught reading to the students.	T
4	The reading tasks were not interesting.	M
5	The teacher rarely used media (LCD or picture)	M
6	The teacher did not use a proper technique for teaching reading.	TM
7	The students lacked vocabulary and grammar in understanding texts	S

Note: S: Student M: Material TM: Teaching Method

4. Determining the Actions to Solve the Field Problems

Based on the identification of the most important problems that needed to be solved soon and discussion among the research members, the research team agreed that those problems were related to the teaching of reading. Reading is the most important activity in any language class. Because of this, the research team wanted to improve the students reading comprehension through interesting ways, so the students could enjoy the teaching and learning process, then, it could make the students easily comprehend the reading text.

Table 4
The actions applied in the research

No	Actions (Improving Students' Reading Comprehension)
1.	Implementation of cooperative learning activities
2.	Providing interesting reading task/activity
3.	Using interesting learning media (picture)
4.	Applying genre based approach in the teaching learning process

5. The Relationship between the field problems, the action, and the function of the actions.

After the problems were documented and identified, the researcher designed the actions. The table below shows that the problems could be solved with the actions that had been designed by the researcher.

Table 5
The relationship between the field problems, the actions, and the functions of the actions

No	Field Problems	Actions
1	The activities in the teaching learning process were monotonous.	Implementing cooperative learning activities.
2	The teacher rarely grouped the students in order to make a discussion	Implementing cooperative learning activities.
3	The teacher only focused on translating and testing when she taught reading to the students.	Implementing cooperative learning activities

4.	The reading tasks were not interesting	Providing various reading task/activity.
5	The teacher rarely used media	Creating interesting learning media (pictures).
6.	The teacher did not use a proper technique for teaching reading	Applying genre based approach in the teaching learning process
7.	The students lacked vocabulary and had difficulties in understanding text	Training students to use the effective reading strategies (prediction, scanning and skimming)

To solve problems 1 and 2, 3 the researcher used cooperative learning activity. The activities in cooperative learning activities were not monotonous. It was aim at learning English in many variations. The researcher who acted as the teacher will be implemented many activities of cooperative learning not asked the students testing and translating only. They would be enjoying the reading activities because in those activities the students could study both individually and in a group. Group activities could also encourage students' involvement, and lead the students into social interaction between them. Besides, those activities could encourage their ability in reading and make them comprehend the reading text well.

To solve problem number 4, the researcher used various reading tasks to assess the students' reading comprehension. These were used to attract the students' interest. The researcher needed to design the tasks which were not in the form of questions only. It was applied in different ways. The tasks were identifying the language features of the texts, finding the meaning of difficult

words, identifying the sentence structures of the texts. By using the interesting task the students would enjoy doing the task.

To solve problem 6, the availability of media in the English teaching learning process would be very useful in attracting and keeping the students' attention and motivation. In this case, using pictures was chosen as one of interesting learning media. The use of pictures could help the students in memorizing the difficult words. Besides, the media could attract the students' enthusiasm in joining the reading activities. The learning media could also avoid the students' boredom in joining the learning process in the classroom.

To solve problem 7, the use of the proper steps of teaching reading was applied to create a meaningful step of reading teaching and learning process in the classroom. In this case, using genre based approach was chosen as step in teaching reading. It could help students engaged and involved in every activity conducted in every step.

Before doing the actions, the researcher worked to make the course grid, lesson plans and discussed the material with the English teacher of SMPN 3 Mertoyudan who acted as an observer in this research. Therefore, they could share ideas and improve the materials.

B. The Report of Cycles 1

a. Planning

Considering the problems identified, the researcher and the English teacher of VII A of SMPN 3 Mertoyudan were planning to implement cooperative learning and some other actions to support cooperative learning. The table below

shows some expectations related to the implementation of cooperative learning in reading learning process.

Table 6
The Problem and the Expectation

Problems	The researcher's expectation
- The students were passive	The students would actively involve in
- The students easily got bored in reading activity.	the teaching and learning process of reading.
- The students were not motivated in doing task	The students would be interested in reading activities.
- The students did not pay attention to the teacher	
The teacher activities were not interesting.	The teaching and learning of reading would be interesting.
Many students found difficulties in answering the reading task.	The students could minimize the difficulties to answer the reading task.
Teacher only focused on translating and testing when she taught reading to the students	The teacher would design and use many variation activities when she taught reading to the students.
The task not interesting and not varied	The materials or the text would be taken from many sources. It could be magazine, newspaper, internet, and etc.

b.Action and Observation

Cycle 1 was done in three meetings. The first meeting was held on 10th May, 2011. The second meeting was on 12th May, 2011. The third meeting was on

14th May, 2011. The material was about descriptive text. In the first and second meeting the theme was description of animal, and in the last meeting the theme was description of profession. The action were focused on the use of cooperative learning activities, implementing genre based approach, applying interesting learning media and using interesting tasks in the teaching reading. The English teacher acted as the observer and the researcher taught the students using the planned actions. The data during cycle I were collected using classroom observation, semi structure interview, and photograph.

The result of the actions and observations in cycle 1 can be described as follows:

1. Impelementing Genre Based Approach in the Teaching Learning Process

The approach used during the teaching and learning process was a genre-based approach. The activities and stages of genre based approach were aim to make students understand the purpose for what they were learning. They were also intended to make the students aware of the advantages of each stage to promote their reading skill on certain genre, especially descriptive text for this cycle. The topic was discussed in the first and second meeting were describing animal and describing people for the last meeting. The first stages of the teaching and learning process was building knowledge of the field. This stage was intended to build up the students background knowledge about the descriptive text. In the first meeting, the researcher was introduced the topic by showing some animal pictures. She asked students some questions about the pictures and the students answered orally. The researcher asked students to mention the names of animals

in the picture. With the guiding from researcher, they together listed several vocabularies related to the picture. Almost all of students enthusiastically mentioned it. Those activities helped students to know what the text would be discussed. The students seem interested and curious about the text would be discuss. It was indicated by transcript and field note below.

- | |
|---|
| <p><i>R : Menurut kamu gimana kegiatan menyebutkan vocabularies animal?</i>
What do you think about listing the vocabularies activity?</p> <p><i>S : Seneng.</i>
I was happy.</p> <p><i>R : Senengnya kenapa?</i>
Why were you happy?</p> <p><i>S : Jadi ngerti nama –nama hewan, udah tau sih sebelumnya, tapi agak lupa soalnya aku udah lama gak belajar tentang hewan.</i>
I became known the name of animal. I already knew before, but I forget, it is been while for me not study about animal.</p> <p><i>R : Kalo tadi pas nerangin pake gambar lebih jelas pa nggak?</i>
Was it clear if the teacher used a wall picture for explaining?”</p> <p><i>S : Lebih jelas.</i>
Yes, it was clearer.</p> <p><i>R : Tadi memperhatikan nggak pas nerangin?</i>
Did you pay attention when the teacher explained?”</p> <p><i>S : Memperhatikan.</i>
Yes, I did.</p> |
|---|

Interview 8

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|--|
| <p><i>R : Kalau yang pake gambar tadi seneng nggak?</i>
Did you like that pictures?</p> <p><i>S : Seneng.</i>
Yes, I did.</p> <p><i>R : Tadi jelas nggak gurunya neraninginnya?</i>
Was it clear when the teacher explained the material?</p> <p><i>S : Jelas.</i>
Yes, it was clear.</p> <p><i>R : Jadi kalau belajar pake gambar lebih paham ya?</i>
So, Did you understand better?”</p> |
|--|

Interview 7

The teacher started the lesson. She showed the kinds of animal in front of the class. Then, she explained those pictures. After that, she checked the students understanding by saying “What is it?”(while showed the pictures), they answered enthusiastically “tiger”, she asked again “What is it?” the students answered “cat ,” etc.

(Field Note 03, Appendix 1)

The next stage was modelling of the text. This stage was aimed at understanding language features that contain in descriptive text. The researcher stuck a picture in board to attract students' attention and asked students to give opinion about the pictures. The students seem enthusiastic about the picture. Then, she gave a text according to the picture. After that the researcher explained the linguistic features of the descriptive text such as the generic structures and the language features. She wrote the generic structures and language features of descriptive texts on the blackboard. The teacher explained the use of simple present tense, noun phrase and adjective in descriptive text. To check the students understanding, researchers asked the students to underline every noun phrase that contained in the text. Some students were passive and silent during this stage. They were tended to be silent when the teacher asked them to answer the question. When the researcher asked them, some of them said they were afraid and shy if their answer was wrong. The researcher gave them courage that it did not matter if their answer was wrong. It was seen in the following interview.

- | |
|---|
| <p>R : <i>Tadi kenapa kok pas ditanya hanya diam saja?</i>
When the teacher asked the question, why were you silent?</p> <p>R : <i>Apakah materinya susah atau membosankan?</i>
Were the materials difficult and boring?</p> <p>S : <i>Gak kok miss, materinya bias dipahami dan tidak membosankan.</i>
No Miss, the material is understandable</p> <p>R : <i>Lalu kenapa kok diam saja pas ditanya?</i>
So, why were you silent, when I asked the question?</p> <p>S : <i>Hehe saya takut dan malu miss kalau jawaban saya salah.</i>
Hehe I was just shy and afraid if my answer was wrong.</p> |
|---|

Interview 8

In the second meeting, the students were asked to read a text and predict the meaning of the difficult words, and then the researcher asked their

understanding about the text by asking “What will the text be about, class?” The students were silent, and then some students checked in the dictionary and said “Tentang seorang sopir”. The researcher continued to explain the text. She let the students ask questions when they had not known yet. She also gave questions in the middle of explanation in order to build discussion or asked the students to write the answer on the blackboard. This condition sometimes created noise because some students wanted to show their opinion.

In joint construction of the text stage, the researcher was asked students to work in the group. In this stage, the students were began to contribute to the construction of of the text. The teacher and the researcher were agreed to combined group work with cooperative learning activity. By making group it was hoped that the students would interact and cooperate each other So it would make the students active during the teaching learning process and they could comprehend the text better and do the reading task easily. The researcher and the teacher selected the group members based on the principal of cooperative learning. They selected seven students who have good ranks as the leader of the group. The teacher and the researcher set the students in mix ability group. In mix group, it was expected that the weaker students would be helped by the smart students. They sat in square and faced each other for practicing group work to comprehend the text. The researcher asked the students to use co card in order to make easy when the reasearcher observed their activities during the teaching learning process. The students seem interested working in the group. The interview transcripts below described the situation:

- | | |
|-----|--|
| R : | <i>Kamu senang nggak kalau bekerja berkelompok?</i>
Did you like to work in group?) |
| S : | <i>Seneng.</i>
Yes, I did. |
| R : | <i>Kenapa?</i>
Why? |
| S : | <i>Jadi lebih mudah mengerjakannya.</i>
It was easier to do the tasks. |

Interview 9

- | | |
|-----|---|
| R | <i>Tadi waktu ngerjain tugas berkelompok bisa nggak?</i> |
| : | Could you do the task in group work? |
| S : | <i>Bisa donk miss, kan kerja sama.</i>
Yes, I could. It was done together. |
| R | <i>Jadi lebih mudah ya?</i> |
| : | Was it easier? |
| S : | <i>Iya, lebih gampang.</i>
Yes, it was easier. |

Interview 11

After cooperative learning activity in joint construction of the text was ended, the student started to work individually in the next stage. It was independent construction of the text. This stages was required the students to work individually and independently. Here, the students were not allowed to work with their friends. They were given twenty minutes for doing the task.

The students did the test seriously. They read the questions more than once and reviewed their answer before submitting to the researcher. The time was up, the researcher asked the students to submit their work. Some students answered that they had not finished yet so the researcher gave more time. After all students submitted their work, the researcher ended the class.

2) Applying Cooperative Learning Activities

Cooperative Learning activity was applied with some modification. There were four kinds of cooperative learning activities were applied. The researcher chose these types because activities were not really complex and they are easier

than activities on other types of cooperative learning. Besides, it is a good model to begin with for students who were new to the cooperative learning.

In implementing cooperative learning activities, some procedures were taken. In the beginning, there was group division. Following the rule from cooperative learning, the researcher made one group consisting of four to five students. There were thirty students in the class, so there were five groups with four students in each group and two groups with five students in each group. The process of making group was based on the score of pre test so it was fair for the students. It was logical and fair to mix the students based on their gender and achievement.

Cooperative learning activities were applied in Joint Construction of the text stage, the students were asked to gather with their teammates and to make circle. In this time, they got group names from the characters in famous cartoons. The researcher also gave *co-card* for every student and name tag for each group to help her in recognizing the active students and groups.

1) Meeting 1 (Applying Numbered Head together)

This activity made the student was ready to answer questions when the teacher asked them. It was one way to motivate the students to joint actively in the teaching learning process. Before doing this activity, the researcher explained the rules of the activity. Students looked interested in this game and paid attention seriously to the researcher's explanations. The researcher distributed the text and asked them to read the text with their group. The students sat with their group. The text was about the description of a tiger. The students were asked to discuss

the generic structure and find the detail information of the text. After that the teacher gave them questions. There were two kinds of questions, true and false statement and comprehension questions. The first ten questions were True/False statements. The first statement was “The tiger lived in the jungle.” After almost 20 minutes, the teacher started the game by calling a number (1-5) randomly. A student of all groups whose number was called raised their hand and wrote their answer in the white board competitively. Some students forgot their number and left behind from the other students. In this session, some students clapped their hands to support their friends. As a result, the class became very noisy. The teacher repeated to call the number until all of the groups’ members took a turn answering the questions. The students’ involvement could be seen from this piece of field note.

Then, R gave questions for Ss, “Is it true or false, ‘The tiger lived in the jungle’”. Ss were busy discussing the answer with their group. After 30 seconds, T asked Ss to be silent, “OK students, now stop talking and discussing with your friends. If you still talk, your group will be disqualified”. Then she called number ‘5’. Three students from three different groups came forward, they wrote down the answer on the paper provided by R. T said, “All of them answered ‘true’, is it the correct answer?” All of Ss said, “Yes”. Then T wrote down the first score on the board. The activity was going on like that until the last question. Ss felt happy when their group got the highest score.

(Source: Field Note 4, Appendix 1)

From the field note above, it can be seen that the students could be involved in the activity. They tried to contribute scores for their group. That was why they discussed the answer seriously. Although not all members of the group took part in giving the correct answer, all of them encouraged one another. From the discussion, all members in the group could answer the question as shown from the following interview transcript.

- R : *Gimana tadi aktivitas numbered head togethernya ?*
How about doing numbered head together with your group?
- S : *Bisa miss.*
I could do it, Miss.
- R : *Lebih mudah apa sulit?*
Was it easier or more difficult?
- S : *Lebih mudah.*
It was easier.

Interview 12

The interview with the students also implied that in the group the students were directed to discuss the text then they answered the questions. It also made sure everyone in their group have been understood the text and knew the correct answer, so when the teacher called the students, they could answer the questions and contribute scores to their group.

In numbered-heads-together the students were called randomly to answer questions. This made students nervous. But, this gave positive effects to students' reading comprehension ability because most of the students became seriously involved in the group discussion. They tried to complete the task and understood the reading text in order to prepare themselves. As a result, they were motivated to comprehend the material well. These could be seen in the interview transcripts below.

- R : *Tadi groupnya menang kan? Berarti pinter-pinter dong kalian?*
Your group won, right? It means that you're smart, aren't you?
- S : *Nggak juga mbak, tapi tadi kan ada temen yang tau dan saya memperhatikan jadi paham juga.*
Not really, but there's a friend who knows the answer, and I was listening the discussion so I could the answer, too.
- S : *Kan harus tahu, Nggak enak kalau nggak tahu, nanti tim kita nggak dapat score.*
We should know. If we don't know, our team won't get scores

Interview 13

The positive responses were also shown by the English teacher. She said that the number head together activity made them more seriously to learn the

materials. So, all students had the same responsibility and opportunity. This could be seen in the interview transcripts below.

R:	<i>Bagaimana aktifitas dengan menggunakan number head together tadi bu, apakah itu efektif untuk meningkatkan pemahaman siswa?</i>
	How was the number head together activity? Was it effective to improve students' reading comprehension ability?
ET:	<i>menurut saya ya bisa dikatakan begitu dek, dengan diskusi dan dipanggil secara acak seperti tadi, semua siswa diberi kesempatan dan tanggung jawab kelompoknya masing-masing untuk menguasai dan paham dengan materinya. Jadi semua siswa harus belajar.</i>
	Yes, by discussing and calling them randomly, all students had the same responsibility and opportunity to understand and master the materials for their own group. Mainly, all students had to learn more.

Interview 15

2. Meeting 2 (Applying Group Investigation and Make a match activity)

a) Applying Group Investigation

In the second meeting the researcher was applied group investigation. In group investigation activity, students worked in small group discussion and did cooperative planning and projects. Then students did group investigation activity to make a group project. The group project was on the form of graphic organizer. In the previous stage the teacher already gave the example how to make graphic organizer. Here, the researcher was distributed an animal picture for each group. Then students made a group discussion, to make their own graphic organizer based on the pictures. During the discussion, All members of the group should participate actively both in the discussion and presentation. Thus, every student was responsible to comprehend his part to make a successful presentation. The class became a little bit noisy. Most of students looked interested to make the

graphic organizer, while some of them were opening the dictionary and had a discussion with their friends. The researcher walked around the class to monitor the discussion process.

The use of graphic organizer also helped the students to understand the vocabulary easily. The students seemed active in the process of making graphic organizer. It can be seen from interview transcript below.

R :	<i>Bagaimana menurut adik tadi bisa buat graphic organizer nya?</i> Could you did the graphic organizer?
S :	<i>Bisa miss</i> Yes, I could
R :	<i>Menurut adik dengan membuat grapic organizer secara diskusi kelompok seperti itu bisa meningkatkan vocabulary adik ga?</i> Did making graphic organizer in improve your vocabulary? The group could improve your vocabulary and understanding the text?
S :	<i>Iya , karena bila ada vocabularies yang tidak kami mengerti, kita Bisa bertanya pada teman dan berbagi ide dan juga penggunaan Grapic organizer dapat membantu mengingat vocabulary dengan mudah.</i> yes, I did, because if there were vocabularies that we did not know, we could ask a friend, we can share our idea and the use of graphic organizer could easy helping remember the vocabulary.

Interview 16

After the discussion session, each group shared their project to the whole class by doing a short presentation. In this session, the students in a group took turns presenting their word web project. Some students were nervous and unconfident because they did not know how to speak English correctly. The researcher motivated them. Some students said that they were not ready yet as shown in this following field note.

Are you ready for the presentation your graphic organizer?" The students answered "Not yet", another student said, "*nanti bingung miss jelasinnya kalau pake bahasa Inggris*"

(Field Note 07 Appendix 1)

The students were not ready because they were not confident to speak English. The researcher then explained to them the objective of the presentation. It was not to test their speaking but it was to help themselves and their friends to comprehend the text. Finally, the researcher led the class discussion after all of the groups presented their project.

However, some of them still did not focus on that activity. They talked to their friends and ignored the text. Thus, it was necessary to make them more motivated in activity. In addition, there were some of them who were still shy to join the discussion and sharing with their friends. It could be inferred the interview below.

R :	<i>Gimana pembelajaran hari ini miss?</i> How was about the group investigation today, miss?
ET :	<i>Sebenarnya sudah bagus koq Cuma masih ada beberapa dari siswa Yang belum antusias dalam mengikuti pelajaran ya dek. Mereka kayaknya ga semangat itu loh dek. Kelihatanya pada males belajar.</i> Actually, it was good But there were some of them who were not enthusiastic in joining the activity. They looked lazy to learn.
R :	<i>Iya saya pikir juga gitu miss. Ada yang lain miss?</i> Yes, miss. I think so
ET :	<i>Oh iya, saya merasa siswa yang tidak terlalu mahir kayaknya malu dengan teman-temannya. Jadi harus mendapat perhatian dari kita</i> Oh ya, I felt that the students who had low intelligence were ashamed with their friends So, they should get more attention from us

Interview 17

R :	<i>Tadi kenapa kok pas diskusi hanya diam saja?</i> Why were you silent in discussion?
R :	<i>Apakah materinya susah atau membosankan?</i> Were the materials difficult and boring
S :	<i>Enggak kok miss, materinya bias dipahami</i> No Miss, the material is understandable.
R :	<i>Lalu kenapa kok diam saja pas?</i> So, why were you silent.
S :	<i>Hehe saya takut dan malu miss kalau jawaban saya salah.</i> Hehe I was just shy and afraid if my answer was wrong.

Interview 13

b) Applying “Make a Match”

This activity was carried out as a game for reducing students' boredom and making the learning atmosphere became fun and challenging. This activity was useful to make the students understand the material better. It was because they had to understand the text before sticking the pictures.

In this activity, the researcher provides short text and pictures based on the topic of learning. The topic was about animals. Students in group had a discussion and tried to match between the short text and the pictures of animals. The students had to stuck the pictures of animal based on the suitable descriptions. The researcher was provided some pictures which contained some animal pictures with bigger size. The researcher also distributed a handout of short descriptive text to every group. The researcher asked students to discuss every text with their own group. The students had 10 minutes to read and discuss the text together. They also opened the dictionary in the discussions to comprehend the texts better. Most of the groups were active during the discussion session. They helped each other. However, there were some student who could not apply principle of cooperative learning. It was described in field note below.

They try to answer the questions cooperatively but there was a student who cannot apply the principle of cooperative learning. He was busy with another task from another subject because he has already finished the task given by the researcher. In fact, his friends in his group were still did the task.

(Field Note 09 Appendix 1)

After explaining the rule of the game, the researcher started the game by sticking a picture card on the board and gave two minutes for all of the groups to have a discussion. Students discussed on their own group to make a match between the pictures in the whiteboard and the short text they had After the time

was up, a group who had found the answer raised their hand and stuck the descriptive text card which matched with the picture on the board competitively.

During this activity, the class became very noisy because all groups competed to be the fastest. The students seemed active and enthusiastic to stick the pictures. The researcher could handle the situation by choosing the fastest group to answer and stuck their card in the board. The game continued until all of the descriptive text cards provided could match with the picture cards. The students were very interested to the activity. They could enjoy the whole activity.

The interview transcripts below described the situation

- | | |
|-----|--|
| R : | <i>Apa lagi yang disukai pas pelajaran tadi?</i>
What did you like on the last lesson? |
| S : | <i>Yang nempel-nempelin gambar tadi miss.</i>
The sticking activity, Miss. |
| R : | <i>Make a match activity maksudnya? Ada kesulitan?</i>
Do you mean make a match activity? Was there any difficulty? |
| S : | <i>Ada miss....</i>
Yes, there was. |
| R : | <i>Trus bisa ngerjain nggak?</i>
Could you do it? |
| S : | <i>Ya bisa miss....kan bareng-bareng ngerjainnya jadi bisa diskusi.</i>
Yes, I could do it. It was done together, so we could discuss it. |

Interview 16

- | | |
|-----|---|
| R : | <i>Kalau adik untuk permainan make a-matchnya tadi bagaimana?</i>
How was the make-a match game in the lesson? |
| S : | <i>Menurut aku lebih gampang pake kayak gitu dan menyenangkan juga</i>
<i>I thought it's easier and interesting to learn.</i> |
| R : | <i>Kenapa?</i>
Why? |
| S : | <i>Menebak gambarnya seru,aku bisa belajar dan bermain,kan jadinya nggak bosan dan mengantuk</i>
The pictures guessing was interesting, Because I could learn and play, I was not bored because of it. |

Interview 17

The positive comment also came from the English teacher. She said that the use of make a match activity could help students to learn reading easily. They

could share ideas and help each other on predicting vocabularies. Besides, the implementations of make a match activity gave new learning atmosphere which could engage the students' motivation, enthusiasm, and involvement in the reading activity. In fact, during the teaching and learning process, students joined make a match activity and game actively as shown in interview transcript below.

R : *Mrs. Palupi, saya mau bertanya, apa pendapat ibu tentang kegiatan reading tadi bu?*

Mrs. Palupi, I would ask question, what do you think about the reading activity today?

ET : *Secara keseluruhan sudah cukup berjalan dengan baik mbak ya. tetapi yang jelas dengan belajar kelompok seperti tadi siswa jadi lebih terlibat dalam proses kegiatan belajar. Selain itu manfaat dari aktifitas memakai metode cooperative learning siswa dalam sesama anggota kelompok juga bisa saling membantu kalau ada kesulitan kesulitan dalam menyelesaikan tugas. Yang paling penting mereka mau aktif belajar.*

Over all, it ran well enough, but the main points was by learning on group made them involved more to the learning activity. Besides one of the advantages the use of cooperative learning is they could help each other in solving the problems in task. Mainly, they could learned actively.

Interview 19

3. Meeting 3 (Applying Jigsaw)

In third meeting, the researcher was implemented jigsaw. The selection of the activity was considering some reasons. First, Jigsaw was chosen as the activity because the students could have various learner roles so they would not be bored. Second, in Jigsaw the students could discussed more than one text so they can have some comprehensible inputs. The implementation of Jigsaw in the teaching and learning process of reading has three activities. Those are reading, doing expert-group discussion and doing team report in the home group.

In this meeting the students sat in their previous group. Then every member of the team got four texts that would be discussed in the expert-group discussion.

Those texts were descriptive texts about person profession which had different titles. All the texts should be read by the members of teams. Every member of the teams would have different text.

After the students read the text individually, the students were asked to meet the member of other teams who had the same text in the expert-group. The students who had text 1 should meet other students who had text 1 and so forth. Then, they discussed the text and shared the information from the text with each other. In this activity, some of the students were motivated. It could be seen from interview and field note below.

- R : *Activity mana yang paling kamu suka pas belajar tadi?*
Which activity did you like most in the learning process?
- S : *Yang di expert group discussion, miss.*
Expert group discussion, miss
- R : *Kenapa?*
Why?
- S : *Soalnya tadi sama beberapa teman diexpert group ada yang beda pendapat. Tapi seru. kita jadi tuker pendapat kemudian mengisi table yang ada di written guidance dengan pendapat yang paling baik,*
Because, my friends and I had different opinion about the text. But it's so exciting. We could share our opinions, then we filled in the tables of the written guidance with the most suitable opinion.

Setelah semuanya berkumpul dengan expert groupnya, mereka pun bergegas melakukan diskusi dalam kelompok expert. Mereka terlihat antusias dan semangat dalam mengikuti expert group discussion. Peneliti mendatangi kelompok 4 dan bertanya “do you get the difficulty?” dan mereka menjawab dengan spontan “yes, miss, but everything will be ok asal kita menyelesaikannya bersama-sama”. Lalu salah satu siswa mengatakan dengan spontan “guys, finally I know what this paragraph means, hehehe!” kemudian P meninggalkan kelompok 4 dan mereka meneruskan berdiskusi.

(Field note 10 appendix 1)

To support the discussion, the researcher gave them a task. They had to fulfill a table which consists of generic structures of the text. The task helped them to know the generic structures such as introduction and description of the

text. It was expected that by doing the task they could know what the text was about. The students liked the task because it was not in the form of questions. In doing the discussion and the task, the students were enthusiastic. They discussed and answered the task seriously. Although not all members of the group took part in giving the correct answer, all of them encouraged one another. From the discussion, all members in the group could answer the task as shown from this interview.

- | | |
|-----|--|
| R : | <i>Gimana menurut kalian tasks yang miss kasih ke kalian?</i>
How was about the task that I gave you |
| S : | <i>Suka miss, kami gak merasa diberi banyak pertanyaan jadinya ngerjainnya lebih enjoy miss.</i>
We liked the task miss. We didn't feel that we were given many questions so, we enjoyed doing the task) |
| R : | <i>Kalian juga bisa jawab semuanya ya?miss lihat tadi kelompokmu Bias menjawab dengan benar task yang miss kasih.</i>
You could answer the task, couldn't you? I saw that your group could answer the task well |
| S : | <i>Ya itu karena kita bekerjasama miss. kalo gak ngerti kan bisa nanya sama temen yang satu kelompok. Jadi kita ga sulit dalam menjawab.</i>
This was because we worked in a team So, we did not get the difficulty it. If one of the members did not understand we could ask our friends |

Interview 21

After that, the students was back to their own group to do “team report” This activity aimed at knowing the students’ knowledge about the material and understanding about the text which had been discussed in the expert-group. The students should explain their expert text to their teammates, then, the teammates should ask if they got difficulties in understanding the text or the explanation. They did not only report their text, but also answered their friends’ questions if their friends had difficulties. In order to make all the members active in this

activity, the teacher gave them the task that made them ask and share with each other.

- R : *Sukses ga tadi home group reportnya?*
Was your report's presentation successful
- S : *Saya rasa sudah cukup berhasil dalam team report tadi, miss.*
I felt that my team was successful in reporting the text, miss.
- R : *Kenapa?*
Why?
- S : *Saya tadi kan belum sempet membaca teks yang no.4 tapi syukur banget, dengan presentasi hasil diskusi expert group tadi aku jadi dapat penjelasan dari temen-temen Jadinya aku paham sama teks yang gak aku bahas miss.*
Before doing the team report, I didn't have a time to read the text 4 but I got the explanation from my friends in their presentation of the report So, I understood the texts that I didn't discuss.

Interview 21

3. Creating interesting learning media (picture)

Creating interesting learning media was used in every meeting. It aimed at helping the students understand some difficult words from the text. It also aimed at making the students were interested in joining the activity. In the first and second meeting, the researcher used pictures for description of animal. In the third meeting, it was also used for describing people profession. In the first meeting, the teacher provided the pictures of some animal. The students could guess the material would to be learning by looking the picture. The students were interested in the pictures. It can be seen from interview transcript and field note below.

After that, the researcher showed the picture of a cat to the students. The students seemed interested in the picture because most of them liked cat. The researcher also showed some pictures of the difficult words from the text.

(Field Note 4, Appendix 1)

Those pictures were intended to make the students focused on teaching learning process and understand the material better. Besides, the pictures helped the students to guess the meaning of new vocabularies in Indonesian by

themselves. For example, in the third meeting on the building knowledge of field stages, the teacher gave a question “who am I?”, “I am carpenter, I make chairs”. First, the students were confused the meaning of “carpenter”. Then they asked to the researcher. She told them to have a look at the picture. Then, they could guess, ‘carpenter’ was ‘tukang kayu’. By using pictures, it was not only attract the students’ attention to get involved in the teaching and learning process but also it was not needed long explanations to explain the meaning of the pictures.

- | | |
|-----|--|
| R : | <i>Tadi menurut adek, gimana gambar yang di pakai buat menerangkan?</i>
How about the pictures that I used to explain to you? |
| S : | <i>Bagus.</i>
That was good |
| R : | <i>Sudah colourfulkan?</i>
Has it been colourful? |
| S : | <i>Oh sudah.</i>
Oh, yes. It was colourful. |
| R : | <i>Seneng gak belajar Profession pake gambar?</i>
Are you happy to learn professions by using big pictures like that? |
| S : | <i>Oh seneng dong.</i>
<i>Of course I was happy.</i> |
| R : | <i>Kenapa?</i>
<i>Why?</i> |
| S : | <i>Lebih jelas, seru juga.</i>
It was clearer and fun. |
| R : | <i>Jadi lebih paham pakai gambar to?</i>
So, it could make you more understand with it? |
| S : | <i>Iya. Cepet apal juga.</i>
Yes. I could memorize them quickly. |

Interview 16

4. Providing interesting reading tasks/activities.

Interesting reading task/activities were used to motivate the students to involve themselves and actively participate in the reading teaching and learning process. One of those activities in this cycle was question and answer activities. The first meeting on 19th May 2011, the oral tasks were given before the students read. This was done to know the students’ knowledge about descriptive text. In

addition to this, the students were asked some questions should answer them orally. The example was presented in the following event

Teacher: So class, have you ever come to the zoo ?

Students: Yes....

Teacher: What do you see in zoo?

Students: There are so many animal there...

Teacher : Do you see elepahant there.

Students : Yes Miss.

Teacher : What do you think about elephant.

Students : Elephant has a big body.

From the warming up activity and orally question above, the research could knew the background knowledge of the students. Most of the students had already known about animal. It meant that the students had background knowledge about the example of description of animal.

In the second meeting the researcher used making graphic organizer activity to increase students vocabularies and brainstorm the student background. They were very enthusiastic. It was indicated in interview below.

R: *Bagaimana menurut adik tadi bisa ga buat graphic organizernya?*
Could you make a graphic organizer?

S : *Bisa miss*
Yes, I could

R : *Menurut adik dengan membuat word web secara diskusi kelompok seperti itu bisa meningkatkan vocabulary adik ga?*
Did making a word web in grouping could improve your vocabulary?

S : *Iya , karena bila ada vocabularies yang tidak kami mengerti, kita bisa bertanya pada teman dan berbagi ide dalam pembuatan graphic organizer dapat membantu mengingat vocabulary dengan mudah.*

yes, I did, because if there were vocabularies that we did not know, we could ask to friend, we can share our idea and the make of graphic organizer could easy help to remember the vocabulary.

To support the discussion, the researcher gave them a task. They had to fulfill a table which consists of generic structures of the text. The task helped them to know the generic structures such as introduction and description. The

students liked the task because it was not in the form of questions. It was expected that by doing the task they could know what the text was about.

In doing the discussion and the task, the students were enthusiastic. They discussed and answered the task seriously. Although not all members of the group took part in giving the correct answer, all of them encouraged each other. Interesting reading tasks like answering comprehension questions, finding the language features that used in the text, fulfilling a table, and doing vocabulary exercise helped the students to comprehend the reading text.

3. Reflection of Cycle 1

After implementing the actions, the researcher and the English teacher did some reflections. The researcher and the English teacher analyzed the data from observations in the teaching and learning process, field notes, and interview transcripts (the students' and the English teacher's opinion), and the comments from each of research member to evaluate the action conducted. They reflected on the actions and found out whether the actions were successful or unsuccessful. The following were the results of the reflection:

1. The implementation cooperative learning activities that were group investigation, numbered-heads-together, make-a-match and jigsaw in this cycle ran well. Although those activities were new for students but their responses showed they liked learning reading through cooperative learning structures which maximized small group discussion, students' involvement and cooperative on reading process.

2. The use of of Cooperative learning activity was useful to improve students reading comprehension.

a. Numbered heads together

This action successfully motivated students to read and comprehend the text individually. It was helped the students to comprehend the reading texts through easier ways. This activity was also effective helped the students to find the detail information of the text quickly because the rule of number head together itself was limited by the time.

b. Group investigation

Group discussion and short presentation in the group investigation activity could engaged students' motivation and involvement in the reading activities. As a result, students learned seriously to finish the reading tasks well. However some student did not involve actively in this activity.

c. Make a match activities

Make-a-match activities which were modified as games in this cycle succesfully improve students' motivation to join the reading activities actively. Most of students felt interesting to earn through game because it could decrease their boredom during learning process. Besides, this activity was also successfully helped the students to train their reading strategies such as scanning.

d. Jigsaw

The implementation of jigsaw was successful to improve students' reading comprehension through their involvement in the activities. The activities

provided opportunity for students to share and exchange information of the text. Besides, the activities could make them enjoy the learning process.

3. The use of genre based approach was successful in making the students understand with every activity conducted during the teaching learning process. The students also knew the strategies to tackle the reading texts. They were helped to understand the text well so that they became enthusiastic in joining the class activities.
4. The use of pictures as media was suitable to attract the students' attention. The teacher used some pictures to make the texts understandable. The students seemed enthusiastic to understand the vocabulary from the pictures. Consequently, the students could enrich their vocabulary mastery. However, there were some pictures stuck on the black board which were not really clear for some students. Therefore, they came to the front of the class to see the pictures more closely.
5. The implementation of making graphic organizer as an interesting task was effective in emerging students' creativity. It could minimize the students' boredom. The students said that the activity was interesting because they got both knowledge and pleasure. Nevertheless, the activity was rather time consuming.

The weaknesses found in cycle 1 were as follows:

1. There were some unclear pictures. Therefore, some students who sat in the back row could not see the pictures clearly. It happened in the first meeting, the pictures kinds of animal were not big and clear enough.

2. Group investigation activity did not run smoothly. There were some students who dominated the group discussion
3. There were some students who were afraid to participate the class discussion because they were shy if their answer was wrong.
4. Group work did not ran well yet. They were tended to take much time to finish group discussion.

C. Report of Cycle II

a. Planning

Based on the reflections on the actions implementation in cycle 1, the researcher found that there were some aspects in cycle 1 that needed to be improved. Considering the improvement of reading comprehension, the researcher still implemented the same actions as in cycle 1. Hence, she made some improvements by adding some new actions to solve the problems which occurred.

The first problem was dealt with the comprehension. The students still had difficulties finding important information. Then, the time management in this first cycle was still less effective. Each group still used more time to finish the discussion, and the last was some student were less motivated in doing the activities and tended to be silent when the teacher asked the questions. In this cycle the researcher and the teacher would try to solve those problems by implementing the other activities of cooperative learning. They were round-robin brainstorming and teams games tournament. Those activities were implemented to vary the reading learning process. Besides, the time management and the group

formation would be arranged better. In this cycle giving reward were planned in this cycle. That is why in Cycle 2 those aspects were discussed in order that the students could improve comprehension. In this cycle, the material was procedure text. There were the brief descriptions of each activity as follows.

1) Implementing Cooperative Learning activities

In this cycle, there were two kinds of cooperative activities would implemented in the teaching and learning process included round robin brainstorming and team game tournament activities.

a. Round robin brainstorming

In this activity, students worked on group. Group discussion was carried out for finishing the reading task. During discussion, every student takes turn to give their opinions orally. One of the group members writes down the result of the discussion to get final answers.

b. Team games tournament

In this activity, student was played academic game with members of the other team to contribute points to their team scores. However, due to the limited time, the researcher and the English teacher were decided to replace tournament into a simple competition.

2) Implementing genre based approach in teaching learning process

3) Creating interesting learning media

4) Providing interesting reading activity and tasks.

5) Giving reward to the students.

b. Action and Observation

The actions were done two times on May 19nd, 2011 and May 21nd, 2011. There were also fourth actions done in this cycle. The material was procedure text. In the first meeting the theme was how to make a food, in the second meeting the theme was how to use something.

In this study, the researcher acted as the English teacher and the English teacher as the observer. After the action had finished, the researcher obtained the opinion from the teacher and the students. The result of the actions and observations in cycle 1 can be described as follows.

1. Impelementing Genre Based Approach in the Teaching Learning Process

The approach that was used during the teaching and learning process was a genre-based approach. The activities and stages of genre based approach were aimed at making students understand the purpose of what they were learning. They were also intended to make the students aware of the advantages of each stage to promote their reading skill on certain genre, especially procedure text for this cycle. In the first meeting the topic was how to make a food and in the second meeting was how to use something. The first stages of the teaching and learning process was building knowledge of the field. This stage was intended to buid up students background knowledge about the procedure text. The researcher was asked eliciting questions. The students were tended to be silent for a while. They seem confused with researcher's question. The researcher tried to emphasize more on the students' ability to respond to the researcher's questions and instructions. She tried to make the students understand the researcher's questions by

paraphrasing the questions and using the synonyms of some English words. Those activities helped students to know what the text would be discussed and make the students to familiar with the topic. The students seem interested and curious about the text would be discuss. Almost all of students enthusiastically mentioned it.

In the Modeling of the text the students were give the procedure texts entitled “how to make sauted green shrimp”. The students were asked to read the text individually and asked them to read the text and predicted the difficult words. The teacher asked the students to do vocabulary filling by categorizing them into correct parts of speech. The students were able to categorize the words although they still made mistakes. When the teacher asked the students about their understanding of the text, some of them could not comprehend the text well because they did not know the meaning of the difficult word.

- | | |
|-----|---|
| R : | <i>Tadi pas baca paham gak?</i>
<i>Did you understand the text?</i> |
| S : | <i>Gak terlalu Miss.</i>
<i>Not really, Miss</i> |
| R : | <i>Emangnya kenapa?</i>
<i>Why?</i> |
| S : | <i>tadi belum tahu artinya.</i>
<i>I did not know the meaning of the words</i> |

Interview 22

- | | |
|-----|--|
| R : | <i>Lebih suka baca dulu baru ngerjain kata-kata sulit atau ngerjain kata sulit dulu baru membaca? Lebih enak yang mana memahaminya?</i>
Which one did you like? Finding the difficult words before reading or reading first and then finding the meanings of the difficult words? |
| S : | <i>Kalau aku ngerjain kata-kata sulit dulu.</i>
I prefer to find the difficult words first |
| R : | <i>Emangnya kenapa?</i>
<i>Why?</i> |
| S : | <i>Ya kan pas baca udah tahu artinya jadi lebih mudeng gitu.</i>
When I knew the difficult words, I could understand the text. |

While reading the text the students were asked to pay attention to the detailed information that would be useful to understand the instruction in a procedure text. It trained the students to practice the reading skills such as skimming and scanning. It would be used to answer the comprehension questions after that. After asking the students to comprehend the text, the researcher reminded the student about the generic structure of procedure text. The students forgot.

The researcher asked again about the generic structure of procedure texts. The students hesitated to answer it. The students also looked confused to answer the researcher's question. The researcher reminded them again of the generic structure and mentioned it in front of the class.

(Appendix A, Field Note 9)

Then, the researcher explained to the students about the action verbs usually used in the procedure text. When the teacher asked the students to find the action verbs and write in the white board, they looked happy. The teacher also explained the use of simple perfect. The students already knew the pattern of simple perfect tense. They could answer when the teacher asked them about the pattern. The teacher explained briefly and gave them some examples. By doing the exercise, they could understand it more.

In joint construction of the text stage, the researcher asked students to work in the group. In this stage, students begin to contribute to the construction of whole examples of the text. The teacher and the researcher were agreed to combined group work with cooperative learning activity. By making group it was hoped that the students would interact and cooperate with other students. So it would make the students active during the teaching learning process and they

could do the reading task easily. The students seem happy and interested when working in group. It can be seen from following interview.

- | | |
|----|--|
| R: | <i>Bagaimana perasaan kalian dalam mengikuti pelajaran saya?</i>
(How do you feel in joining the teaching and learning process with me?) |
| S: | <i>Kami senang miss mengikuti aktivitas-aktivitas dalam pembelajaran reading.</i>
We like the activities in the learning of reading, miss |
| R: | <i>Emangnya kenapa?</i>
Why? |
| S: | <i>Kami juga senang belajar secara kelompok membuat kami tidak takut untuk mengutarakan ide kita dan bertanya kepada teman kita.</i>
We also liked studying in a group that made us dare to share our idea and ask our friends. |
| R: | <i>oh begitu. Ada lagi yang mau mengatakan sesuatu?</i>
Oh I see. Anybody wants to say something again? |
| S: | <i>Reward yang miss kasih kemarin juga bisa bikin kita termotivasi untuk belajar reading, miss. Miss juga sudah kasih kita sertifikat walaupun bukan bentuknya kado atau hadiah tapi sudah bikin kita bangga dengan hasil kerja kita sendiri.</i>
Reward that you gave us yesterday could motivate us to learn reading. You also gave us the certificate although it was not in the form of gift but it made us proud enough with our work. |

Interview 23

After cooperative learning activity was ended, the student started to work individually in the next stage. In this stage the students were not allowed to work with their friends. The students have to finish the worksheet that contained a procedure text and some comprehension questions. They were given 15-20 minutes for doing the test. The students did the worksheet seriously. They read the questions more than once and reviewed their answer before submitting it to the researcher. The time was up, the researcher asked the students to submit their work. After all students submitted their work, the researcher ended the class.

2) Applying Cooperative Learning Activities

Cooperative Learning activity was applied with some modification. There are two types of cooperative learning activities applied in this cycle. The formation of the group stills were the same as the previous cycle. Cooperative learning activities were applied in Joint Construction of the text stage.

1. Meeting 1 (Applying Round Robin Brainstorming)

Round-robin-Brainstorming activity was implemented during the stage of joint construction of the text. The reading material was a procedure text. The researcher explained the rule of round-robin-brainstorming activity that was going to be done. Students looked confused with the instruction. The researcher moved around the classroom and helped some students by explaining what they should do and explained once to the students. The teacher distributed some pictures of some ingredient of cake. After the students got their groups, one of the group members was assigned as the recorder. Furthermore, the researcher gave a procedure text entitled “How to make a cup cake” and some questions related to the text. In this activity, students were read and answered the questions individually for about five minutes. Then, they shared their answers to the other group members in turn orally. When one student gave an opinion or answer about a question, the recorder made a note based on what his friends said. In this activity every students had the responsibility to share their idea and answer to their group.

The responsibility every student to share their idea to their group, makes the students learned to comprehend the text more seriously. They felt motivated in joining the class because of group discussion. Their motivation improved when

they are asked to share the result to other group by the teacher. By doing this, the students tried to explore their capabilities and ideas in comprehending the text in group discussion. It was shown in the interview transcripts below.

- | | |
|-----|---|
| R: | <i>Apa pendapat adik tentang aktifitas berdiskusi sama permainan tadi, kalian kan disuruh memberikan ide secara bergantian tuh. Gimana suka ga aktifitasnya?</i>
What did you think about discussing and game activities, you were asked to give ideas in turn. Did you like the activities? |
| S : | <i>Iya suka kak, tadi semua harus memberi ide. Jadi ya mau ga mau kita harus ngerti isi bacaannya baru bisa ngasih ide.</i>
Yes, I like it. All of us had to give ideas. So we had to comprehend the <i>content</i> of the text, as the result we could give ideas. |
| R : | <i>Jadi dengan mewajibkan kalian menjawab dan memberikan ide secara bergiliran malah membuat kalian mau membaca. Betul tidak?</i>
So, forcing you to answer and giving ideas in turn could make to read the text. Am I right? |
| S : | <i>Iya.miss.</i>
<i>Yes miss</i> |

Interview 23

The teacher also gave positive responses to round robin brainstorming activity. She said that this activity were helpful for gaining students' attention to be focused on reading process. As a result, they were seriously involved in the discussion during reading and could finish the tasks well. The students were also more brave to express their ideas. They did not shy or afraid if their idea was different each other.

2. Applying Teams Tournament Games

From the reflection, it was found out that the students enjoyed competition as in Numbered-head together. Besides, they were more motivated in comprehend the text in order to contribute scores for their group. Therefore, another competitive activity was applied. Here, the researcher and the English teacher used the activity adapted from TGT (Team Games Tournament) in which students

play academic game with members of other team to contribute points to their team scores. However, due to the limited time, The researcher explained the rules in playing games in Bahasa Indonesia in order to make the students really understand how to carry out the activity.

After the researcher giving explanation, the researcher prepared the reading texts and other stuffs in playing the game. The researcher prepared four sets of questions about the reading texts in the form of lottery. She put each set of the questions in each table in front of the group. The students looked curious with the lotteries. Then, the researcher asked the students to work in their groups to discuss the text before playing a competition game. The students were asked to discuss the generic structure and information and step of instruction that were contained in the text. The material was s procedure texts. There were three texts. Those texts were not given their titles yet. Before playing the game, the students were asked to discuss the text in groups. In guiding them to understand the text, the teacher gave them some tasks. The first was finding the appropriate title for each text, and the second one was finding the meaning of unknown words using dictionaries.

After completing the tasks, each group made a line. The researcher sat down behind the line. The members of the group had to take the lotteries in turns. Then, the student who got his chance to take the lottery had to open it and soon gave it to his group. The group then discussed the answer. After the group got the answer, the students who took the lottery had to come to the researcher to give the answer orally. When the student came back to the group, the other students in the next turn could start to take the lottery. The groups had to compete to take the lotteries

as many as possible and then answer the questions in the lotteries. The score was obtained from the number of questions that each group could answer correctly. During the games the situation little bit noisy but the researcher could handle the class.

All students were happy and motivated to play that game. They felt that the game could make them enjoy the learning process. Besides, this was one of the ways to refresh their mind after they did the tasks. This could be seen from the following extracts.

R :	<i>Seneng ga tadi dengan pelajaran hari ini?</i> Were you happy with the lesson today?
S :	<i>Seneng miss</i> Happy Miss
R :	<i>Emangnya kenapa?</i> Why?
S :	<i>Ya belajarnya makin semangat dan seru aja miss. bisa buat refresh pikiran kita miss.</i> Because we were more motivated to study It could refresh our mind

Interview 28

To make the students more motivated, reward was given to the group who won the game. The group who could answered many questions would be the syper team. It was successful to make students involved and active in the activities as shown from this interview transcript.

R :	<i>Tadi gimana? Menang nggak?</i> How was the game? Did you win?
S :	<i>Enggak mbak. Tapi seru tadi soalnya ada hadiahnya sih.</i> No. But it was fun because there were rewards
R :	<i>Biarpun nggak menang, tadi bisa kan jawab pertanyaan tadi?</i> Although your group didn't win, you could answer the questions,
S :	<i>Bisa, Cuma kurang cepet aja.</i> Yes, only less quickly

Interview 22

- R : *Tadi gimana? Menang nggak?*
How was the game? Did you win?
- S : *Enggak mbak. Tapi seru tadi soalnya ada hadiahnya sih.*
No. But it was fun because there were rewards
- R : *Biarpun nggak menang, tadi bisa kan jawab pertanyaan tadi?*
Although your group didn't win, you could answer the questions,
- S : *Bisa, Cuma kurang cepet aja.*
Yes, only less quickly

Interview 24

- R : *Tadi gimana game nya?*
How was the game?
- S : *Seru miss*
It was fun miss
- R : *Apa menurutmu tasknya mudah?*
Were the questions easy?
Sebenarnya pertanyaannya tidak begitu mudah miss. tetapi kami
- S : *Merasa mudah karena kami bekerjasama dengan serius.*
Actually, the questions were not too easy, but, we felt that it was easy because we did the task cooperatively and seriously
- R : *Apa yang membuat kalian jadi serius dalam mengerjakan task?*
What was the reason that made you serious in doing the task?
- S : *Kami pengen dapat predikat super team, miss.*
We wanted to get the predicate of Super team

Interview 23

Game activity today was good. Besides, the students were happier and enthusiastic. They were also more confident. Moreover, it could improve their vocabulary mastery and grammar knowledge. In this game, the students did not realize that they were learning something even the do a game.

(Field not 8 appendix 1)

3. Creating interesting learning media

The researcher employed media to help the students understood the learning material. In the first meeting, she used pictures of the activities in cooking to introduce the vocabulary in the material that would be learned. By seeing the pictures, some of the students had already known the names of the activities that were done in cooking in English, and some others tried to guess the the pictures although in Indonesian. The students' vocabulary mastery improved since they had some exercises in improving their vocabulary mastery through pictures.

- R : *Gimana tadi pelajarannya? Seneng nggak?*
What do you think about the lesson? Were you happy?
- S : *Seneng.*
I was happy.
- R : *Senengnya kenapa?*
Why were you happy?
- S : *Ada gambarnya.*
There were some pictures.
- R : *Gambarnya tadi bagus nggak?*
Were the pictures good?
- S : *Bagus.*
Yes, they were good.
- R : *Kalau Bu guru nerangin pake gambar lebih mudah apa sulit?*
Was it easier or difficult when the teacher used pictures for explaining the material?
- S : *Lebih mudah.*
It was easier.

Interview 29

- R : *Tadi waktu Bu guru nerangin pake gambar gimana?*
What did you feel when the teacher use picture for explaining the material?
- S : *Seneng.*
I was happy.
- R : *Lebih paham ya?*
Did you understand better?
- S : *Iya.*
Yes, I did.

Interview 30

- R : *Menurut Ibu bagaimana penggunaan gambar tadi untuk menerangkan?*
What Do you think about the use of pictures for explaining the material, Ma'am
- ET: *Bagus, anak-anak jadi lebih tertarik untuk memperhatikan.*
It was good, the students paid attention to the material more.

Interview 29

4) Providing interesting reading activity/tasks.

In the second cycle, the students were given procedure text. Besides, the uses of reading tasks were applied in every meeting. The reading materials were in the form of handout which consisted of procedure text and some reading tasks in both oral and written forms. The oral tasks were used to know how far the

students' knowledge of the text, while the written tasks were used to check the students' understanding of the texts. The written tasks were provided in the form of multiple choice questions, true-false questions or Wh- questions in order to help the students identify the specific or general information from the texts.

In every meeting, the teacher gave a brainstorming activity to the students. Then, some exercises were given to check the students' comprehension of the texts. The exercises also trained them to skim, scan, make inferences, and references.

While reading, the researcher asked the students to do skimming and scanning. The researcher explained the meaning of skimming and scanning which were useful to determine what the purpose of reading was. After that the students were asked to do some exercises on skimming, scanning,)

(Appendix A, Field Note 10)

Applying various reading tasks, especially those related to vocabulary and grammar was successful to improve students' vocabulary mastery and students' grammar knowledge. Besides, this implementation could reduce the students' boredom and could help them in comprehending the text that they read.

R: *Siswa-siswa juga sudah mampu mengerjakan task dengan baik ya miss?*

The students were able to do the tasks well, weren't they?

ET: *Betul dek. Score siswa-siswa juga mengalami peningkatan koq dek. Itu bisa diliat dari tiap nilai latihan yang mereka kerjakan dan juga dari nilai post-test. Hal itu disebabkan karena tasks yang diberikan juga sesuai dengan kemampuan mereka. Oh iya, tasks yang kasih juga sangat membantu mereka dalam menguasai kosa kata dan juga grammar.*

Yes, it's correct. The score of the students improved. It could be seen from every score of their tasks and their post-test that they did. Oh yeah, the tasks that you gave also helped them in vocabulary mastery and grammar knowledge.

Interview 28

c. Reflection of Cycle 2

After implementing the actions in Cycle 2, the English teacher and the researcher did some reflections. It was based on the observations during the

teaching and learning process, the students' opinion, and interviews with ET. The results of the reflections were as follows:

1. The implementation of cooperative learning activities were round robin brainstorming and team games tournament were ran well. Students liked these new activities. They involved and participated more actively during the process. Besides, the group, pair discussion and also the game were running better than in the first cycle because both the teacher and students had got experience form the previous cycle.
2. The use of two kinds of Cooperative learning activity is useful to improve students' reading comprehension.

- a. Round robin brainstorming

The structure of learning in round-robin-brainstorming activity which assigned students to share ideas successfully led the students to comprehend the reading text and complete the assignments well.

- b. Team tournament games

This activity was effective to increase both students' motivation and students' comprehension. It gave more opportunities for each student to participate in the group work and the game. Through this activity, students also learned to solve the problems during reading together. This improved students' critical thinking during reading which automatically improve their reading comprehension ability.

3. The use of genre based approach was successful to create a meaningful step of reading teaching and learning process in the classroom. The students were

engaged and involved in every activity conducted in every step. The four stages of this approach were successful to help the students to comprehend the text. They did not feel bored and were enthusiastic in following every stage in this approach. The students got the valuable knowledge from joining the class activity. The students knew the skills in learning reading so that they could tackle the texts when they found it.

4. The use of pictures as media was suitable to attract the students' attention. The use of picture could improve the students' motivation in learning. It also helped the students to memorize new vocabulary and to guess the meaning without long explaining. Besides, the colorful and funny pictures made the students not bored easily. The material could be delivered clearly. The students also understand and comprehend the lesson better.
5. Giving rewards was effective to motivate the students to be active in the class and to minimize the students' disruptive behavior. The students tried to finish their job well in order to get point reward. They also did less disruptive behaviors in the class.

D. GENERAL FINDING

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving reading comprehension to students at seventh grade students of SMPN 3 Mertoyudan through cooperative learning. Hence, the findings of the research involved the actions reach that goal.

In the first cycle, the implementation of cooperative learning was successful to make the students get involved in the teaching learning process. They also performed mutual interaction with other students so that they could share ideas and knowledge about the materials that lead to their comprehension. Besides, applying genre based approach, the use of interesting reading task and media of Cycle 1. However, there were some problems occurring in implementing the actions related to time management, students' motivation and students' learning ability. Therefore the researcher tried to solve the problems so that in cycle 2 the students' reading comprehension could be improved successfully.

Table 7
The Changes (before and after implementation)

Before action were conducted	After action	
	Cycle I	Cycle II
The activities were monotonous	The activities were varied. However, the class became noisy.	All the students were enthusiastic and enjoyed the learning activities.
Students are less interested to the reading activities.	Most of students like the Cooperative Learning activities	Almost all students are interested to the reading activities.
Students get difficulties in getting meaning of English words.	Students like learning vocabularies related to the topic through cooperative games.	Most of students' vocabularies improve. They can comprehend the reading texts well.
The reading activities are dominated by	The reading activities are varied including group discussion, short presentation, class discussion,	The reading activities are more varied such as group work, pair work, whole class discussion, <i>continued</i>

<i>continued</i> discussing a textbook	and cooperative games	cooperative games, and individual performance..
Most of students get difficulties in comprehending	Students help each other in learning reading. Some students still cannot cooperate effectively Continued	Students can cooperate maximally, they can comprehend the reading texts easily in group.
English texts.	because of their personal problems.	
The English teacher rarely used the media.	<ul style="list-style-type: none"> ➤ The media were used pictures,, and flashcards. ➤ The pictures need to be made bigger. • There were four students who sat on the back rows could not see the pictures clearly 	<ul style="list-style-type: none"> ➤ The media that were used were big printed pictures, • By maximizing the media, all the students could get involved actively during the learning activities, and however, they could pay full attention to the material by using them.
Many students found difficulties in answering the reading comprehension	Some of the students could minimize the difficulties to answer the reading comprehension test.	The students could minimize the difficulties to answer the reading comprehension test
Some students were not motivated to take part in the teaching and learning process.	The students were motivated to take part in the teaching and learning process. But, some of them were shy in giving opinion or doing the task in front of the class.	Most of the students were motivated to take part in the teaching and learning process. They were more confident and enthusiastic in giving opinion or doing the task in front of the class.

Before the implementation of the actions, the teaching and learning process was less attractive. The activity did not motivate the students to read the texts and give opportunities to them to be active to discuss the texts. After the actions were implemented, the teaching-learning process became more attractive. The students were also actively involved in the teaching and learning process of reading. Moreover, the students also had opportunities to share their knowledge and experiences to solve any problems related to reading tasks. Besides, in a relaxed atmosphere in a group, they would feel more motivated, comfort, and confident. This good atmosphere of teaching-learning process could bring good effect on their reading comprehension.

After the implementation of the actions, the students' reading comprehension improved by comparing students' mean score of pre-test and post-test. The summary of the result of the pre-test and post-test could be seen in Table.

Table 8: The result of the pretest and post test

Test	Frequency	Mean
Pre test	30	63.27
Post test	30	79.30

Table 8 shows that the mean score of post-test (79.30) is higher than the mean score of pre-test (63.27). The gain score of students' reading comprehension test is 15.86, which shows that there is an improvement of students' reading comprehension.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

There were many cooperative learning activities implemented in the action research to improve students' reading comprehension. In the first cycle, numbered-head together, group investigation, make a match and jigsaw were used. In cycle 2, and round robin brainstorming and team games tournament, were implemented. Other actions were also used to support the cooperative learning like using various reading tasks, creating interesting learning media and applying genre based approach in the teaching learning process. Generally, those activities were considered successful to improve students' reading comprehension. Instead of improving their comprehension, the activities also made them enjoy the learning process. There were some changes including the way of thinking and behavior of the involving members in this study. Those changes are related to the following:

1. The changes in the teaching of English

Before the actions were conducted, the students were unmotivated to participate in the teaching-learning process. The English learning process was monotonous. The teacher only used the LKS with a traditional method such as question and answer. During the implementation of the actions, it helped the teacher in the teaching-learning process; the students were interested and enthusiastic in join teaching learning process. The classroom atmosphere was better so the students were not bored. The teaching and learning process of

reading was livelier and enjoyable for the students than the previous condition. They could comprehend the texts easier and well. Using cooperative learning improved the students' reading comprehension.

2. The students' changes

Before the English teacher was implemented the actions, the students could not comprehend the text, and did not pay attention to the teacher explanation. After the researcher conducting the actions, the students could comprehend the English texts well and paid attention to the teacher. They looked very interested and enthusiastic in the teaching and learning process.

3. The English teacher's changes

As the collaborator, the English teacher got more knowledge about the teaching of English using cooperative learning. She realized that the students needed many new things to direct their attention in all skills in English. In addition, she needs to be more creative in selecting and creating the teaching methods, so the teaching and learning process would be more interesting. This study gave her inspiration to do the best in the teaching reading comprehension so that the students were interested and paid attention to her explanation.

B. Implications

The research findings show that the students' reading comprehension and the teaching and learning process have improved through the actions implemented. In this section, the researcher describes the implication of the actions done in this research as follows.

1. Implementing 'Numbered-Head Together' was effective to get the students involved in the activity. It implies that the teacher should create activities which are likely to have all of the students participated.
2. Group investigation was effective to improve students' reading comprehension since it involves cooperative inquiry, group discussion, and cooperative planning and projects. It is also useful to build their confidence to present their findings and discuss it to the whole class. It means that they need such challenging activity in the teaching and learning process.
3. Implementing Jigsaw was effective to make the students' involved in the activity by building their responsibility to teach each other's topics. Working in groups, however, makes the class noisy. It was difficult to control students' movement in the classroom. So, it implies that the teacher should improve her class management.
4. Round robin brainstorming was successful to improve students' comprehension because in doing the activity they could share ideas with their friends twice, in pairs and in groups. It means that in order to get a better comprehension, they need activities which put them in different roles, in individual work, in pairs, and in groups.
5. Teams Game Tournament was effective to unconsciously improve their reading comprehension by their enjoyment to contribute scores for their group. It implies that the students like competition. So, the teacher should use activities which are enjoyable and competitive to be implemented in the teaching and learning process, especially in reading.

6. The use of interesting learning media like pictures could help the students easily understand the texts. The students also found it easy to memorize the difficult words of the texts from the pictures. It implies that providing learning media is important to make the students understand the texts and make them interested in joining the teaching learning process in the classroom.
7. The various reading tasks and activity was effective to improve the students' reading comprehension. It implies that varying the reading tasks/ activities help the students to understand the texts not only the meaning of the difficult words but also the detail information. It also implies that some tasks need to be prepared well in order to help the students comprehend the texts.
8. The teacher's steps of teaching reading made the students aware of the importance of learning reading and mastering the reading skills such as previewing the picture and title of the text, predicting the words, skimming, scanning, and guessing from the context to read effectively. The implication of this action is that the teacher can apply the same steps to solve the students' problem in understanding the content of the texts and to create meaningful learning activities during the teaching and learning process.
9. Giving rewards could make the students involved in the teaching and learning process actively. It implies that the students need motivation to attract their participation in the teaching and learning process.

C. Suggestion

Based on the conclusions and implications of the research, some suggestions are referred to the English teachers of the first grade of SMPN 3 Mertoyudan, and other researchers.

1. The English teacher

It is necessary for the teacher to improve the quality of the reading comprehension by employing various reading activities which are enjoyable and motivating so that students' reading comprehension is improved. The teacher can use the activities such as Jigsaw, Numbered-Head together, Teams Games Tournament, Group Investigation, and Round robin brainstorming. When conducting the cooperative activities; the teacher should pay attention to the class management since in cooperative learning the students tend to move around the class to have a discussion with others.

2. Others researcher

This research focuses on improving the students' reading comprehension using cooperative learning activities. There are still many activities that can be used to teach reading. For the other researchers, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing similar research, the reading materials and the reading tasks could be modified based on the students' learning ability and interest.

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APPENDICES

Field note 1**Hari/tanggal : 9 Januari 2011****Ruang : Ruang Kelas VIIA SMP N 3 Mertoyudan****Hal : Perijinan Penelitian****P : Peneliti****GBI : Guru Bahasa Inggris****KS : Kepala Sekolah**

Hari pertama P datang ke sekolah. Tiba di sekolah P masuk ruang Kepala sekolah dan disambut oleh KS. P menjelaskan maksud kedatangannya untuk meminta ijin akan mengadakan penelitian tindakan kelas di SMPN 3 Mertoyudan pada bidang studi bahasa Inggris kelas VIIA SMP N 3 Mertoyudan. KS memberikan ijin kepada P dan beliau menyarankan untuk P meminta ijin terlebih dahulu kepada GBI. Kemudian, P menemui GBI dan mengutarakan maksud kedatangannya. Karena bukan pertama kalinya P bertemu dengan GBI maka GBI langsung saja memberikan ijin kepada P untuk melakukan Penelitian tindakan.

Field note 2**Hari/tanggal : 9 Januari 2011****Ruang : Ruang Kelas VIIA SMP N 3 Mertoyudan****Hal : interview dengan GBI dan siswa kelas VIIA****P : Peneliti****GBI : Guru Bahasa Inggris****KS : Kepala Sekolah**

Setelah mendapatkan ijin dari KS mengenai penelitian tindakan kelas yang akan dilakukan oleh P, maka P langsung mengutarakan maksud kedatangannya untuk melakukan interview mengenai masalah yang dihadapi dalam proses belajar dan mengajar bahasa Inggris di Kelas VIIA SMP N 3 Mertoyudan. Setelah selesai melakukan interview dengan GBI, P juga melakukan interview dengan siswa-siswa kelas untuk mengidentifikasi masalah-masalah yang mungkin ada dan mereka hadapi dalam belajar bahasa Inggris di sekolah.

Field note 3**Hari/tanggal : 11 Januari 2011****Ruang : Ruang kelas VIIA****Hal : Observasi****P : Peneliti****GBI : Guru Bahasa Inggris**

1. Pukul 11.20 P dan GBI masuk ke ruang kelas. GBI langsung menuju ke meja guru dan langsung menuju ke bangku kosong yang ada di deretan paling belakang.
2. Saat P memasuki ruangan, siswa kelas memperhatikan P dan mereka saling berbisik “itu siapa ya?” sebagian siswa yang berada di deretan belakang menoleh dan tersenyum-senyum malu.
3. GBI pun menyapa siswa. Kemudian, GBI menyebutkan materi yang akan diajarkan dan menyuruh siswa mengeluarkan buku paket bahasa Inggris mereka.

4. Lalu BGI menjelaskan tentang teks descriptive kepada siswa. Sambil mendengarkan beberapa dari mereka mengantuk dan ada juga yang ngobrol dengan teman sebangkunya.
5. GBI memberi waktu kepada siswa-siswa untuk bertanya sesuatu yang mereka tidak mengerti dan mereka bingungkan tetapi tidak ada satupun yang bertanya kepada GBI.
6. Selesai itu, GBI menyuruh mereka menyuruh mereka membaca teks descriptive yang ada pada buku paket mereka. Lalu siswa membaca secara individu dan mereka mulai membuka-buka kamus untuk mencari kata-kata yang tidak mereka ketahui artinya.
7. setelah membaca teks GBI menyuruh siswa untuk menjawab beberapa pertanyaan yang GBI berikan kepada mereka. Kemudian mereka mengerjakan soal-soal essay yang diberikan GBI sambil bertanya kepada kami apa-apa yang mereka bingungkan.
8. Saat waktu yang diberikan GBI telah habis untuk menyelesaikan soal-soal, mereka pun menukarkan jawaban mereka lalu bersama-sama mengoreksinya. Saat mengoreksi jawaban ada beberapa siswa yang rame sendiri akibatnya mereka ketinggalan untuk mengoreksi jawaban teman mereka.
9. Karena waktunya habis maka GBI buru-buru memberikan kesimpulan dari pelajaran hari ini. Sebelum menutup pertemuan GBI memberikan homework untuk mereka seputar teks narrative.
10. GBI meminta mereka untuk mencari teks descriptive dan mengidentifikasi bagian-bagian teks dan mencari informasi dari teks tersebut secara detail. Saat istirahat, P tetap berada di kelas untuk melihat-lihat inventaris yang ada di dalam kelas
11. Setelah P menuju ruang guru dan berbincang dengan GBI mengenai masalah yang terjadi selama proses pembelajaran tadi.
12. P usul kepada GBI kalau masalah yang akan diteliti adalah meningkatkan kemampuan reading comprehension siswa dengan didukung oleh motivasi siswa dalam mengikuti reading activity didalam kelas melalui metode jigsaw, yaitu salah satu tipe metode cooperative learning. Dan GBI pun setuju dengan usul P.

Field note 4

Hari/tanggal : 13 Februari 2011

Ruang : Ruang Guru

Hal : Konfirmasi jadwal penelitian

P : Peneliti

GBI : Guru Bahasa Inggris

P kembali mendatangi GBI untuk membicarakan rencana pembelajaran bahasa Inggris yang akan diimplementasikan oleh P di kelas. Akan tetapi GBI mengatakan kepada P bahwa karena akan ada acara tahunan di pesantren dan beberapa materi yang harus disampekan oleh GBI terlebih dahulu sampai semuanya selesai maka jadwal penelitian P diundur hingga bulan April 2011. Namun, GBI memberikan opsi kepada P untuk mengambil materi penelitian yaitu descriptive dan procedure. Maka P pun setuju dengan opsi yang diberikan BGI.

Field note 5

Hari/tanggal : 10 Mei 2011

Ruang : Ruang kelas

Hal : pertemuan Pertama cycle 1(Implementation of Numbered Head Together)

P : Peneliti
 GBI : Guru Bahasa Inggris

1. Hari ini adalah hari pertama pelaksanaan tindakan. P masuk kelas pada pukul 8.40. P disambut dengan baik oleh siswa-siswa dan GBI. P menyapa siswa “Good morning” lalu siswa-siswa menjawab sapaan P “good morning miss”.
2. P berkenalan satu persatu dengan siswa-siswa. Kemudian P memberikan ID card untuk dipasang agar ketika P ingin menunjuk salah satu dari mereka bisa langsung melihat nama mereka dari ID card.
3. Lalu P mulai menjelaskan materi yang sudah ditentukan oleh P dan GBI yaitu materi tentang teks descriptive
4. Beberapa siswa antusias mendengarkan penjelasan P tetapi tidak sedikit juga yang ngobrol dengan teman sebangku atau teman yang duduk didepan atau dibelakangnya. Selesai menjelaskan materi seputar teks descriptive P menanyakan kepada siswa apa yang belum mereka pahami dari penjelasan P.
5. Kemudian P meminta mereka untuk membaca teks yang sudah dibagikan dengan waktu 5 menit.. Banyak dari mereka mengatakan sudah paham dengan penjelasan P. P pun menganggap semuanya sudah paham dengan apa yang telah ia jelaskan.
6. Lalu P bertanya kepada 3 siswa seputar teks descriptive. P bertanya kepada Arfi mengenai language features yang digunakan dalam teks descriptive. Arfi pun menjawab dengan cukup baik walau masih ada beberapa yang tambahkan oleh P.
7. Lalu P meminta Susi untuk mengidentifikasi language features yang ada pada teks descriptive yang sudah P berikan. Susi agak kesulitan untuk menjawab akhirnya P dan siswa-siswa bersama-sama mengidentifikasi language features dari teks descriptive serta mencari generic sructure teks tersebut.
8. Setelah menjelaskan tentang descriptive teks siswa di minta untuk memulai cooperative learning activity Numbered Head Together.
9. P menjelaskan aturan tentang cooperative learning kemudian P membagikan teks kepada setiap kelompok
10. P meminta setiap kelompok untuk mendiskusikan teks yang diberikan dengan anggota kelompok
11. Setelah beberapa menit kemudian Numbered Head Together di mulai, P memberikan pertanyaan kemudian memberikan waktu 5 menit kepada siswa untuk mendiskusikan jawaban
12. Stelah waktu habis P menyebutkan nomor antara 1-5, siswa yang mendapat no tersebut maju dan menuliskan jawabannya di white board.
13. Aktifitas terus dilakukan hingga semua pertanyaan terjawab.
14. setelah selesai P meminta siswa untuk mengerjakan individual task
15. setelah selesai bertanya-tanya P pun mereview materi hari ini.
16. Karena bel sudah berbunyi akhirnya P pun pamit kepada siswa-siswa dan GBI dengan mengatakan “thank you for today, see you...” dan siswa menjawab “see ya...”Lalu P pergi meninggalkan kelas.

Field note 6**Hari/tanggal : 10 Mei 2011****Ruang : Ruang kelas****Hal : Interview GBI dan Siswa****P : Peneliti****GBI : Guru Bahasa Inggris**

Setelah selesai mengajar, P dan GBI masuk ke ruang guru untuk melakukan interview tentang implementasi numbered Head Together pada pembelajaran reading English tadi. P menanyakan beberapa hal yang berkaitan dengan cara P mengajar, penjelasan P, dan ketertarikan siswa dalam mengikuti proses belajar mengajar reading tadi. Setelah itu pada saat istirahat P bergegas menuju ruang kelas untuk melanjutkan interview dengan siswa.

Field note 7**Hari/tanggal : 12 Mei 2011****Ruang : Ruang kelas****Hal : (Implementasi Jigsaw)****P : Peneliti****GBI : Guru Bahasa Inggris**

1. Inilah hari kedua P melakukan penelitian. P dan GBI menuju ruang kelas pada pukul 10.20 WIB. Sesampainya di depan pintu P dan GBI disambut dengan sapaan siswa “good morning miss” P dan GBI pun merespon “good morning students” kemudian P menanyakan kabar mereka “how’s your life” dan siswa menjawab “I am fine sambil tertawa-tawa kecil.
2. P mengabsen siswa; memanggil nama siswa satu persatu. Kemudian P meminta siswa berkumpul bersama dengan kelompoknya masing-masing. Suasana kelas pun mulai gaduh karena mereka berebut tempat duduk agar menempati tempat yang paling nyaman menurut kelompoknya masing-masing.
3. Sambil menunggu siswa mulai tenang, P menyiapkan kopian kertas berupa teks descriptive yang akan diberikan kepada siswa sebanyak 4 teks untuk masing-masing individu. Teks itu yang akan digunakan untuk bahan diskusi siswa dan expert group discussion.
4. Lalu P meminta masing-masing leader dari tiap kelompok untuk mengambil kopian teks descriptive dan dibagikan kepada anggota kelompoknya secara acak.
5. P menjelaskan bahwa teks tersebut ada 4 teks dan salah satu dari 4 teks yang mereka punyai terdapat expert text yang nantinya menentukan siswa untuk berdiskusi dengan expert group dengan teks yang sama.
6. Siswa-siswa pun memahami penjelasan dari P lalu mereka pun bergegas membaca teks tersebut. mereka hanya membaca expert text mereka. Selesai membaca P member task individu untuk siswa. Task tersebut berisikan instruksi bahwa siswa diminta untuk mengidentifikasi language features dari teks descriptive yang mereka baca secara individu.
7. Kemudian setelah selesai mengidentifikasi language features, P meminta mereka untuk cepat-cepat berkumpul dengan expert group mereka; berkumpul dengan teman-teman yang mempunyai text yang sama.
8. Siswa pun berdiskusi dengan dengan kelompok mereka masing-masing. Suasana agak gaduh, karena mungkin ini kali pertamanya mereka belajar dengan cara kelompok untuk

membahas 1 teks yang sama. Tidak sedikit dari mereka yang berkali-kali memanggil P untuk menengahi pendapat mereka.

9. P pun secara bergantian bersama GBI mendatangi tiap kelompok siswa. Ada juga diantara mereka yang begitu serius berdiskusi dan ada juga yang ketawa-ketawa terus. Sambil berdiskusi menyampaikan pendapat mereka masing-masing mereka pun mengerjakan task yang P berikan kepada mereka.
10. Lalu P bertanya kepada beberapa siswa dari tiap kelompok tentang pendapat mereka terhadap teks yang sudah mereka diskusikan tadi.
11. Selesai expert group discussion siswa-siswa kembali ke home groupnya masing-masing. Akhirnya bel pun berbunyi dan akhirnya P berpamitan kepada siswa.

Field note 8

Hari/tanggal : 13 Mei 2011

Ruang : Ruang Guru

Hal : Interview dengan GBI dan siswa serta konsultasi RPP untuk hari Sabtu 30 April 2011

P : Peneliti

GBI : Guru Bahasa Inggris

1. Setelah bel tanda siswa boleh pulang sekolah berbunyi P pun bergegas menuju ruang Guru untuk mewawancarai GBI. GBI pun menyambut P dengan baik.
2. P menanyakan perkembangan penelitiannya pada hari kedua ini. P juga melakukan konsultasi mengenai kegiatan yang akan P lakukan pada tanggal 14 mei 2011.
3. Setelah GBI memberikan beberapa komen dan nasehat kepada P pun pamit untuk meneruskan wawancara dengan beberapa siswa secara bersama maupun secara individu.
4. Kemudian P mendatangi beberapa siswa kelas VIIA P langsung mewawancari sebagian siswa yang sedang berkumpul mengenai pelajaran hari ini.
5. P menanyakan apakah mereka merasa senang atau tidak dalam mengikuti aktifitas belajar tadi serta pengalaman mereka dalam class discussion untuk pertama kalinya. Tidak lupa P juga menanyakan pemahaman mereka mengenai teks descriptive. Siswa menjawab dengan antusias. Mereka Nampak mulai tertarik dengan metode cooperative learning yang digunakan dalam aktifitas reading yang disajikan oleh P.
6. P pun mendatangi 3 siswa lainnya untuk mewawancari mereka secara individu. Setelah itu P sudah merasa cukup mendapatkan pendapat-pendapat guru dan siswa P pun langsung berpamitan pulang kepada siswa-siswa.

Field note 9

Hari/tanggal : 14 Mei 2011

Ruang : Ruang kelas

Hal : pertemuan ketiga Impementasi Jigsaw

P : Peneliti

GBI : Guru Bahasa Inggris

1. Hari ini adalah ketiga P melakukan penelitian. Pukul 10.20 P tiba di sekolah. P langsung menuju kelas dan diikuti oleh GBI. Tiba di kelas siswa sudah berkumpul dengan kelompoknya masing-masing.
2. P kemudian menyapa siswa dan siswa pun membalas sapaan P dan juga menyapa GBI. P mengabsen siswa dan menanyakan kabar mereka satu persatu.
3. Kemudian P melanjutkan aktifitas jigsaw pada pertemuan yang lalu. P meminta siswa untuk sharing dengan teman-teman satu kelompoknya. satu persatu siswa disuruh untuk menjelaskan isi teks yang sudah mereka pelajari di expert group discussion kepada teman kelompok mereka. Siswa melakukannya dengan sangat antusias walau tetap saja masih ada yang malu-malu dan malas-malasan tetapi tetap saja mereka lakukan itu dengan cukup baik.
4. Setelah satu persatu memberikan penjelasan kepada teman-temannya mereka pun diberikan waktu oleh P untuk saling bertanya satu sama lain. Banyak dari mereka yang bertanya dan dijawab oleh temannya dengan baik.
5. P dan GBI pun bergantian mendatangi kelompok siswa untuk mengetahui sejauh apa mereka berdiskusi dan memberikan pengarahannya jika ada kesulitan dan ada yang mereka tanyakan.
6. Setelah itu rule selanjutnya pun dilakukan siswa. P menyuruh setiap leader dari kelompok maju kedepan untuk presentasi hasil diskusinya dan anggotanya menulis ringkasan dari semua penjelasan teman-teman sekelompoknya. Satu persatu mereka maju dan presentasi sampai kelompok terakhir maju.
7. Akhirnya P pun memberikan review pelajaran hari ini. Sebelum pulang P sedikit mewawancarai siswa mengenai pertemuan hari ini. Bel pun berbunyi dan P berpamitan kepada siswa untuk pulang.

Field note 10

Hari/tanggal : 14 Mei 2011

Ruang : Ruang kelas

Hal : wawancara kelas

P : Peneliti

GBI : Guru Bahasa Inggris

Sebelum pulang beberapa siswa membereskan ruang kelas bagi yang piket kelas. Ada juga dari mereka yang sengaja menunggu hingga kelas mulai sepi baru mereka akan pulang. P mengambil kesempatan itu untuk mewawancarai mereka secara individu. Ada sekitar 4 siswa yang P wawancarai. P menanyakan pengalaman dan kesan baik senang maupun tidak tentang home group discussion tadi. Setelah selesai mewawancarai siswa-siswa kelas. P pun mencari GBI di ruang guru akan tetapi GBI tidak ada. P pun mencari GBI ke ruang gurudan memang GBI ada disana. P pun meminta waktu untuk mewawancarai GBI dan GBI pun bersedia. Tetapi karena hari sudah sore akhirnya GBI pun mohon pamit untuk pulang dan wawancara pun selesai.

Field note 11

Hari/tanggal : 14 Mei 2011

Ruang : Ruang

Hal : wawancara GBI

P : Peneliti
 GBI : Guru Bahasa Inggris

Seleseai penelitian di kelas, P mendatangi GBI di ruang guru. P mewawancarai GBI tentang tanggapan GBI tentang kegiatan belajar mengajar tadi. P menanyakan kepada GBI apakah kegiatan tadi sudah cukup baik atau belum. GBI pun menjawab bahwa kegiatan tadi sudah cukup baik, tapi tetap saja masih ada beberapa siswa yang belum begitu paham dan termotivasi dengan pembelajaran reading. GBI mengatakan bahwa beberapa siswa masih harus diberi pemahaman yang lebih jelas untuk dapat mengcomprehend reading texts. Setelah itu P berpamitan untuk mewawancari siswa-siswa karena waktu istirahat telah tiba.

Field note 12

Hari/tanggal : 15 Mei 2011

Ruang : Ruang kelas

Hal : wawancara Siswa

P : Peneliti
 GBI : Guru Bahasa Inggris

P menuju ruang kelas anak-anak masih dikelas, karena P sudah meminta waktu istirahat mereka untuk wawancara. Siswa menyapa P dan P mulai mewawancarai siswa. Ketika ditanya mengenai pembelajaran reading tadi beberapa siswa menjawab bahwa mereka sudah bisa mengikuti cooperative learning activity. Mereka juga mengatakan bahwa mereka merasa termotivasi dengan metode itu. "kami senang mengikuti pembelajaran reading miss, banyak aktivitas yang belum pernah kita lakukan sebelumnya." Lalu P menyampaikan kepada mereka bahwa ada beberapa dari mereka yang mendapatkan nilai jelek "there are some students got bad scores in doing the tasks." Beberapa dari mereka pun mengatakan bahwa mereka masih merasa sulit untuk mengerjakan task yang berbentuk essay. "task yang bentuknya essay tu task yang paling sulit buat kita miss. kita harus merangkai kata buat menjawab pertanyaanya menggunakan bahasa kita sendiri". Setelah selesai mewawancari siswa secara bersama-sama, P pun mewawancarai diantara dari mereka baik yang terlihat interest dengan metode yang P berikan ato yang tidak. Sekitar 5 siswa diwawancari oleh P dan sebagian dari mereka memang interest dengan metode jigsaw dan sudah mampu untuk mengcomprehend reading text.

Field note 13

Hari/tanggal : 15 Mei 2011

Ruang : kelas

Hal : wawancara Siswa

P : Peneliti
 GBI : Guru Bahasa Inggris
 KS : Kepala Sekolah

Hari ini P datang kesekolah untuk mewawancarai siswa, GBI, dan KS. Pertama P datang ke kelas. P menyapa siswa dan siswa pun menjawab sapaan P. P pun mewawancarai mereka

seputar pertemuan-pertemuannya pada cycle 1. P menanyakan apakah mereka sudah merasa mendapatkan peningkatan dalam mengcomprhend reading text atau belum. Serta sejauh mana mereka termotivasi dalam belajar bahasa inggris terutama reading. Siswa menjawab apa adanya yang mereka rasakan. P pun menyampaikan bahwa kemungkinan besar akan menambah cycle. Setelah seleseai berbincang-bincang P pun pamit.

Field note 16

Hari/tanggal : 15 Mei 2011

Ruang : Ruang Guru

Hal : wawancara GBI

P : Peneliti

GBI : Guru Bahasa Inggris

P datang ke sekolah untuk mewawancari GBI seputar Cycle 1 dan merencanakan cycle 2 yang akan dilakukukan oleh P. P pun mendatangi GBI di ruang guru. P menanyakan beberapa hal tentang cycle 1 yang sudah dilakukan kemarin. GBI mengatakan bahwa sudah banyak perubahan pada siswa-siswa. Terumatama pada semangat dan pemahaman. Akan tetapi semuanya belum sempurna, karena masih ada beberapa siswa yang masih saja kurang semanagat dan belum mampu dalam mengcomprehend reading text. Maka dari itu GBI dan P memutuskan untuk melanjutkan cycle ke 2. Pada cycle 2 P dan GBI merencanakan aktifitas yang masih sedikit sama akan tetapi menambah games dan memasuki materi selanjutnya yaitu news item. Akhirnya P pun berpamitan untuk melanjutkan wawancara dengan Kepala sekolah.

Field note 17

Hari/tanggal : 15 Mei 2011

Ruang : Ruang kepala sekolah

Hal : wawancara Kepsek

P : Peneliti

GBI : Guru Bahasa Inggris

P mendatangi kepsek di ruang Kepala Sekolah. Tujuan P adalah untuk melaporkan hasil penelitian pada cycle 1 serta meminta izin untuk melanjutkan penelitian pada cycle 2. Kepsek pun menyambut kedatangan P dengan baik. Lalu P menyampaikan maksud tujuan P kepada Kepsek. Kemudian Kepsek pun mengizinkan P untuk melanjutkan penelitian pada cycle2. Setelah seleseai berbincang-bincang P pun meminta izin untuk pulang.

Field note 18

Hari/tanggal : 19 Mei 2011

Ruang : Ruang kelas

Hal : Implementasi cycle 2

P : Peneliti

GBI : Guru Bahasa Inggris

1. Hari ini tepat pukul 08.40 P datang ke kelas untuk melakukan penelitian pada siklus ke 2. P mengabsen siswa satu persatu sambil menyapa mereka.
2. P meriview materi yang sudah disampaikan pada pertemuan-pertemuan sebelumnya. Kemudian P juga menanyakan beberapa siswa untuk mengetahui apakah siswa masih mengingat materi yang sudah lewat.
3. Kemudian P melakukan apersepsi yaitu untuk menyampaikan materi apa yang akan disampaikan hari ini.
4. P menjelaskan materi seputar procedure text, yaitu generic structure of the text, language features of the text, dan beberapa vocab yang sering digunakan pada procedure text.
5. Siswa mendengarkan dengan sangat antusias. Mereka mencatat beberapa hal dianggap penting oleh mereka tanpa ada instruksi dari guru.
6. Kemudian setelah selesai menjelaskan P member sedikit waktu pada siswa untuk bertanya, tetapi hanya ada 2 orang yang bertanya. Akhirnya P pun bertanya kepada mereka sebagai bukti apakah mereka sudah paham atau belum. Dan beberapa dari mereka pun menjawab dengan benar.
7. Lalu P membagikan teks descriptive kepada siswa, siswa pun membaca text tersebut secara individu. P meminta salah satu siswa untuk membaca nyaring.
8. Kemudian P dan siswa mengidentifikasi language features, content, informasi dari text tersebut secara bersama-sama.
9. Setelah itu P dan siswa melakukan aktivitas selanjutnya yaitu team tournament games. Mereka berkumpul secara berkelompok, kemudian P melemparkan bola kapuk kearah tiap kelompok. Kelompok yang menerima bola itu maka leadernya harus maju dan mengambil lintingan kertas yang sudah berisi nama-nama anggota kelompoknya. setelah mengambil lintingan kertas itu leader membukanya, dan nama siapa yang tertulis dikertas itu maka ia yang maju.
10. Setelah itu beberapa siswa maju untuk menceritakan kembali teks yang sudah dibaca. Ada yang menceritakan dengan baik, ada juga yang sedikit ragu-ragu, dan ada juga yang sangat PD walau retellnya masih agak melenceng dari isi teksnya.
11. Kemudian karena waktu sudah habis pun mengakhiri pertemuan hari ini dan mengucapkan salam dan keluar kelas

Field note 19

Hari/tanggal : 17 Mei 2011

Ruang : Ruang Guru

Hal : Wawancara GBI

P : Peneliti

GBI : Guru Bahasa Inggris

P datang ke ruang guru dan meminta izin kepada miss titut untuk bersedia diwawancarai seputar proses belajar-mengajar tadi pagi. P dan GBI pun berbincang-bincang mengenai proses implementasi Jigsaw pada cycle ke 2 yaitu dengan menambahkan games untuk mengacu motivasi siswa lebih dalam lagi dalam mengikuti proses aktifitas pembelajaran reading. GBI pun memberikan tanggapan yang baik pada pembelajaran hari ini. P juga mengkonsultasikan RPP

yang akan dipakai pertemuan selanjutnya. Akhirnya P pun mohon pamit karena wawancara sudah selesai.

Field note 20

Hari/tanggal : 19 Mei 2011

Ruang : Ruang kelas

Hal : Wawancara Siswa

P : Peneliti

Pada jam istirahat P meminta waktu sebentar kepada siswa-siswa untuk diwawancarai mengenai proses belajar mengajar tadi pagi. Siswa pun menyetujui permintaan P. lalu wawancara pun dimulai. P menanyakan secara global tentang apa yang telah dirasakan oleh siswa tentang kegiatan tadi. Setelah mewawancarai kepada semua siswa P pun mewawancarai beberapa siswa secara individu untuk mengetahui seberapa jauh tingkat pemahaman mereka tentang materi yang telah disampaikan dan ketertarikan mereka dalam mengikuti kegiatan pembelajaran reading tadi. Setelah selesai wawancara P pun mohon pamit dan meninggalkan kelas.

Field note 22

Hari/tanggal : 19 Mei 2011

Ruang : Ruang kelas

Hal : Wawancara Siswa

P : Peneliti

Saat istirahat tiba P bergegas menuju ruang kelas untuk melakukan wawancara dengan siswa-siswa. P pun masuk kelas dan menyampaikan maksud kedatangannya pada siang ini. Kemudian P pun memulai mewawancarai mereka. P juga menyampaikan kemajuan mereka selama proses belajar mengajar terutama pada reading activity, baik itu kemajuan reading comprehension itu sendiri maupun motivasi mereka dalam mengikuti aktifitas pembelajaran reading. Setelah selesai mewawancarai seluruh siswa seperti biasa P juga mewawancarai beberapa siswa secara individu untuk mengetahui pendapat mereka seputar pembelajaran pagi tadi dengan lebih detail.

Field note 23

Hari/tanggal : 19 Mei 2011

Ruang : Ruang Guru

Hal : Wawancara GBI

P : Peneliti

GBI : Guru Bahasa Inggris

Selesai mewawancarai siswa-siswa, P pun melanjutkan wawancaranya bersama GBI di ruang guru. P dan GBI membicarakan kegiatan pembelajaran pagi tadi. P juga melakukan konsultasi tentang kegiatan yang akan dilakukan pertemuan selanjutnya. P juga mengkonsultasikan task yang akan digunakan pada akhir kegiatan jigsaw dipertemuan selanjutnya. Akhirnya P dan GBI memutuskan untuk meminta leader dari tiap kelompok untuk

presentasi didepan kelas dan anggota lainnya untuk membuat ringkasan hasil diskusinya. Setelah itu P berpamitan pulang kepada GBI.

Field note 24

Hari/tanggal : 21 Mei 2011

Ruang : Ruang kelas

Hal : Implementasi cycle 2 dan wawancara siswa

P : Peneliti

GBI : Guru Bahasa Inggris

1. Hari ini adalah hari kedua pada cycle 2 P melakukan penelitian di kelas. P datang ke kelas pada pukul 10.20 WIB. P memasuki kelas bersamaan dengan GBI, mereka menyapa siswa dan siswa pun menjawab sapaan P dan GBI.
2. Kemudian P mengabsen siswa satu persatu sambil meriview materi yang sudah dijelaskan dari pertama kali pertemuan penelitian.
3. P meminta siswa untuk berkumpul sesuai kelompoknya masing-masing dalam home group discussion.
4. Kemudian P memberi waktu 10 menit kepada siswa untuk meriview hasil diskusinya kemarin agar mereka siap untuk saling menjelaskan isi dari teks yang sudah mereka diskusikan pada expert group discussion pada pertemuan kemarin.
5. Setelah itu siswa memulai diskusinya dengan saling menjelaskan isi teks yang sudah mereka baca kembali.
6. Saat diskusi mulai suasana ramai dan seru karena saling berkompetisi untuk dapat menjelaskan dengan sebaik mungkin pada teman-temannya.
7. Kemudian P meminta leader dari tiap kelompok untuk mempresentasikan hasil diskusinya, yaitu mempresentasikan ringkasan dari isi semua teks yang sudah didiskusikan bersama-sama di home group discussion.
8. Saat para leader mereka presentasi di depan kelas, anggota lainnya menuliskan ringkasan dari semua teks yang sudah mereka diskusikan.
9. Setelah semua leader maju P memberikan review dari semua materi yang sudah disampaikan dari cycle 1 hingga cycle 2.
10. Akhirnya bel pun berbunyi GBI pun berpamitan untuk keluar kelas duluan, sementara P melakukan wawancara dulu sebelum keluar kelas. P meminta waktu pada siswa kelas untuk tetap dikelas dulu sebelum pulang ke asrama putri.
11. Kemudian setelah wawancara selesai P pun pamit pulang.

Field note 25

Hari/tanggal : 21 Mei 2011

Ruang : Ruang Guru

Hal : Wawancara GBI

P : Peneliti

GBI : Guru Bahasa Inggris

Setelah selesai dari kelas, P buru-buru menghampiri P untuk melakukan wawancara karena saat itu GBI sudah mau pulang ke rumah. Kemudian wawancara pun dimulai. P dan GBI membicarakan hasil cycle 2 yang sudah dilakukan oleh P, GBI, dan siswa kelas. Karena waktu

sudah terlalu sore GBI meminta P untuk melanjutkan wawancaranya esok hari. Akhirnya GBI pun berpamitan pulang duluan.

Field note 26

Hari/tanggal : 22 Mei 2011

Ruang : Ruang kelas

Hal : Wawancara Siswa

P : Peneliti

GBI : Guru Bahasa Inggris

Hari ini P datang ke sekolah untuk mewawancari siswa dan juga melanjutkan wawancaranya dengan GBI kemarin sore. P pun masuk kelas dan meminta waktu kepada siswa untuk melakukan wawancara. Akhirnya wawancara pun dimulai. P menanyakan perasaan mereka selama belajar dengan P dengan teknik dan aktifitas yang disajikan oleh P melalui cooperative learning. Maaf ya miss ganggu dulu ya. miss mau wawancara kalian dulu. Mereka pun mengatakan bahwa mereka sudah siap untuk diwawancarai. Wawancara pun dimulai. Setelah selesai wawancara P menyampaikan bahwa penelitian sudah selesai dan untuk mengetahui tingkat pemahaman mereka juga kemampuan mereka dalam mengcomprehend reading P pun akan melakukan *post-test* yang akan dilakukan pada pukul 11.20 nanti. Siswa pun menyetujui permintaan P. akhirnya P pun meminta izin untuk keluar kelas.

Field note 27

Hari/tanggal : 29 Mei 2011

Ruang : Ruang Guru

Hal : Wawancara GBI

P : Peneliti

GBI : Guru Bahasa Inggris

P mendatangi ruang guru untuk bertemu GBI. P dan GBI pun berbincang-bincang melanjutkan obrolannya kemarin sore. P dan GBI pun bersepakat untuk menyelesaikan penelitian dicycle 2 ini. Karena sudah dikatakan cukup, kerena siswa sudah mendapatkan peningkatan yang pesat pada pemahaman mereka tentang comprehending reading text. Motivasi siswa juga dalam mengikuti pembelajaran reading sudah sangat meningkat. Maka P dan GBI pun menyepakati untuk mengakhiri penelitian ini. Tidak lupa P pun meminta izin kepada GBI untuk melakukan *post-test* untuk mengetahui hasil akhir dari pemahaman mereka tentang materi yang sudah disampaikan dan untuk mengetahui peningkatan mereka dalam mengcomprehend reading test. GBI pun mengizinkan P, akan tetapi GBI tidak menemani P untuk mengawasi siswa mengerjakan *post-test*. Kemudian P pun pamit pada GBI dan mengucapkan banyak terimakasih pada GBI.

Interview 1**9 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Siswa**

P	:	Hai... miss mau ngobrol-ngobrol ni. Ada waktu ga de?
S	:	Iya boleh miss
P	:	Sip. Oh ya namanya siapa ya?
S	:	Arfi miss.
P	:	Arfi tadi gimana pelajarannya tadi, suka ga?
S	:	Like this miss.
P	:	Kenapa emangnya?
S	:	Soalnya tadi ga ngebuka-buka LKS dan buku paket. Hehe
P	:	Emang biasanya buka-buka LKS terus
S	:	Iya miss. Biasanya suruh baca materi yang diLKS tanpa kita paham isinya, teksnya pendek dan lebih banyak soal-soalnya miss. Kalo tadi kan miss kasih liat contoh dan gambar ditempel didepan kelas jadi lebih jelas.
P	:	Oh begitu ya. Masih inget ga materinya tadi tentang apa?
S	:	Hemmmm, tadi tuh tentang descriptive miss.
P	:	Good. Terus apa lagi yang disukai dari pelajaran tadi fi?
S	:	Saya juga suka dikasih teks bacaan tentang hewan-hewan.ada gambarnya lagi kalo di LKS textnya gitu-gitu aja, gak berwarna kaya yang tadi miss kasih lagi.
P	:	Lah kan emang de Kaya yang miss hasni jelaskan tadi.
S	:	Iya sih miss. Tapi tuh saya emang sukanya itu, hehehe. Oh ya miss tapi tadi teksnya terlalu panjang. Saya agak bingung tadi, ada beberapa vocab yang ga tau artinya.
P	:	Gitu ya... tapi gak apa-apa de kan masih awal, masih belajar jadi wajar ada vocabnya ga tau artinya.
S	:	Iya ya miss. Daripada bacanya teks dari LKS terus. Bosen miss, hehehe. Ya yang jelas saya cukup mengerti tentang materi tadi koq miss.
P	:	Oke, makasih ya dek arfi.
S	:	Iya miss.

Interview 2**9 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S1: Siswa 1 S2: Siswa 2 S3: Siswa 3**

P	:	Permisi dek, mau pada solat duha ya, apa sudah selesi solat nih?
S1	:	Sudah koq miss barusan. Nih mau nyantai-nyantai dulu sampe nunggu bel.
P	:	Miss boleh ngobrol-ngobrol bentar ga, sambil nunggu Bel gitu? Hehe
S2 & S3	:	Boleh donk miss.
P	:	Gimana tadi sudah paham belum sama pelajarannya?
S1	:	Kalo saya masih agak bingung miss. Soalnya tadi miss neranginya agak kecepeten. Hehe
S2	:	Kalo saya seneng miss. Saya sudah cukup paham koq miss sama materi tadi.
P	:	Kalo kamu dek bisa memahami materi yang miss jelaskan tadi?
S3	:	Saya ga begitu paham miss. soalnya teks yang miss kasih agak panjang, saya belum terbiasa membaca cepat miss. Emang ga terlalu suka membaca bahasa inggris juga sih.
P	:	Kepanjangan ya teksnya, ya gapapa masih permulaan, lama-lama juga ntar biasa

		koq dek.
S2	:	Tapi temen-temen suka koq miss sama cara miss hasni nyampein materinya.
P	:	Ya yang penting kalo ada yang belum paham Tanya aja ya. Ga usah pada malu. Lagian kan banyak nanya sekalian nglatih speaking kalian toh?
S1,S2	:	Iya juga miss. Cuma masih pada malu aja, kan tadi hari pertama miss hasni ngajar. Hehehe
P	:	Yaudah, makasih buat waktunya ya.
S1, S2, S3	:	Sama-sama miss.

Interview 3

9 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S: Siswa kelas

P	:	Gimana kalian suka pelajaran bahasa inggris hari ini?
S	:	Suka miss
P	:	Ada yang masih belum paham dengan materi tadi?
S	:	Lumayan kok miss.
P	:	Koq lumayan, terus masih ada kesulitan ga?
S	:	Dikit miss. Kalo dijelaskan paham, tapi begitu membaca dan mengidentifikasi masih suka bingung.
P	:	Yang bingung yang mana?
S	:	itu loh miss, kan tadi miss bilang kalo descriptive itu menggunakan present tense, tapi kan kadang ada yang menggunakan present perfect tense. Gitu miss
S	:	oh ya dink miss. Miss besok jadi belajar pake kelompok kan miss?
P	:	Jadi donk. Memangnya kenapa?
S	:	Soalnya kalo kelompok kan enak miss. Kalo ada yang belum paham bisa Tanya temen gitu, jadi ada yang ngajrin. Dari pada membaca sendiri jadi pusing sendiri miss.
P	:	Bisa aja kalian.
S	:	Ok miss.
P	:	Ok, thank you for this meeting. See you.
S	:	See you.

Interview 4

9 Mei 2011

Ruang Guru

P: Peneliti T: Teacher

P	:	Permisi miss titut, ada waktu sebentar? Saya mau ngobrol-ngobrol seputar pelajaran tadi.
T	:	Eeeh... ya bisa koq dek
P	:	Gini miss saya mau minta tanggapan miss palupi tentang ngajar saya tadi. Menurut miss gimana tadi ya?
T	:	Oke, mulai dari memberikan penjelasan tentang descriptive text dengan menggunakan kertas temple yang berisi contoh dan penjelasan seputar teks descriptive dulu ya dek.

P	:	Iya miss.
T	:	Kalo menurut saya sih tadi sudah lumayan mengena koq penjelasannya dek. Cuma saja, yang perlu ditekankan jangan terlalu cepat ketika menerangkan karena anak-anak nanti ga bisa menangkap penjelasan dek hasni
P	:	Oh ya miss, maaf tadi memang saya kecepetan. Saya ngrasanya lagi ngajarin siswa yang sudah belajar apa yang saya jelaskan. Hehehe
T	:	Saya suka koq sama tahapan-tahapan mengajarnya. Ga langsung diberi soal-soal.
P	:	Iya miss, saya sengaja member penjelasan secara detail dulu sebelum masuk ke latihan dan testing.
T	:	Ohya dek, itu teks-teksnya tadi cari diinternet ya? Dek ga pake teks dari buku paket ato LKS saja?
P	:	Ga miss, saya sengaja pake itu, soalnya saya yakin anak-anak mungkin bosan dengan buku yang selalu mereka bawa. Mereka butuh bacaan yang memang baru dan tentang cerita yang ada disekitar mereka, atau authentic texts gitu miss.
T	:	Oh ya bagus itu dek. Saya lihat juga anak-anak antusias sama plejarian tadi. Padahal biasanya mereka kalo sudah belajar reading sudah pada males-malesan. Apalagi kalo sudah saya suruh membaca teks. Tapi saya rasa kali ini mereka sudah melangkah lebih baik dek. Disuruh baca teks yang cukup panjang mereka mau dan mereka mau berusaha mengidentifikasi jenis teks, tujuan teks, dan gagasan utama teks yang mereka baca.
P	:	Berarti bisa saya simpulkan kalo ngajar saya kemarin sudah lumayan baik kan ya miss? Hehhehe
T	:	Iya, saya rasa sudah cukup lumayan koq dek. Ya tapi besok anak-anak yang terlihat kurang aktif dan antusias lebih diperhatikan lagi ya dek.
P	:	Iya miss. Akan terus saya coba agar semuanya termotivasi untuk membaca dan mampu memahami isi teks yang mereka baca.
T	:	Ya, saya percaya koq dek hasni pasti bisa lah. hehehe
		Oke miss. Yasudah mungkin cukup itu dulu miss, karna belum banyak action yang saya lakukan. Thanks ya miss.
		Oke, you are welcome.

Interview 5

11 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S: Sebagian siswa kelas

P	:	Gimana nih tadi pelajaran bahasa inggrisnya?
S	:	Seru miss.
P	:	Serunya kenapa?
S	:	Lah kita kan jarang belajar kelompok miss, kayaknya bisa diitung jari lah berapa kali gitu belajar secara kelompok.
P	:	Yang lain gimana apanya yang seru nih?
S	:	Asik miss, bisa Tanya-tanya kesulitan sama temen yang sudah pintar. Oh ya miss ntar ada rewardnya buat kita kan miss?
P	:	Baik lah kalo kalian suka dengan cara belajar dengan kelompok. Pasti aka nada reward buat kelompok yang terbaik. Ntar ada super team, good team, dan great team. Jaid kalian harus semangat dan kompak dalam belajar.
S	:	Iya miss pasti. Kita semangat koq balajarnya kaya gini.

P	:	Ada kesulitan ga selama dalam belajar dengan kelompok kalian?
S	:	Ga koq miss. Kita kan semua sudah kompak jadi kalo kerja kelompok siapapun kelompoknya kita sih bisa menyesuaikan.
P	:	Bagus donk kalo gitu. Terus gimana dengan pemahaman kalian mengenai teks descriptive? Masih ada kesulitan?
S	:	So far so good miss. Hehehe.
P	:	Oh ya... memang apa saja yang sudah kalian pahami?
S	:	Yang jelas miss teks descriptive itu berkaitan dengan penjelasan. Yang miss bilang to describe something.
P	:	Apa lagi coba? Ada lagi yang tau mengenai apa itu teks narrative?
S	:	Teks descriptive tu biasanya menggunakan present tense dan juga menggunakan noun phrase.
P	:	Good. Kalian rupanya sudah paham tentang teks descriptive. Oke deh, makasih buat waktunya ya. Mau pada nyantai apa mau pada ke jajan nih?
S	:	mau istirahat dulu miss.
P	:	Hehehe. Ya udah miss kembali ke ruang guru dulu ya. Bye...
S	:	Bye...

Interview 6

12 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S: Siswa

P	:	Hai tanti... maaf nih, mau ganggu sebentar boleh ga?
S	:	Halah miss hasni, pasti mau wawancara ya,,,hehehe
P	:	Tahu aja tanti.
S	:	Boleh koq miss.
P	:	Kenapa koq tadi kelihatanya males belajarnya, tanti?
S	:	teks yang harus dibaca terlalu panjang miss.
P	:	Emang kalo teksnya panjang kenapa dek?
S	:	Ya males miss bacanya banyak vocab yang ga tau artinya bikin bingung. aku kan juga ga suka bahasa inggris sebenarnya miss.
P	:	Ya harus dicoba suka dek, Mumpung belajar sama temen kan jadinya bisa saling share. Kalo untuk teks nanti miss kasih yang tidak terlalu panjang.
S	:	Iya juga miss. Tapi aku puas koq dengan belajar tadi. Temen-temen juga pada semangat banget tadi.
P	:	Yang penting tanti sudah termotivasi kan belajar reading.
S	:	Alhamdulillah semangat miss. Asal belajarnya dengan kelompok seru-seru aja miss. Jadi semangat, ga bête dan bosenin apalagi ntar dapat reward jadi kalo ga semangat dan berusaha jadi pinter ga bisa menang ntar kelompoknya miss.
P	:	Ya sudah makasih ya buat waktunya. Silahkan lanjutkan ngelamunnya. Hehehe
S	:	Ih miss hasni. Ga ngelamun koq.

Interview 7

12 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S1: Siswa S2: siswa 2

P	:	Activity mana yang paling kamu suka pas belajar tadi?
S1	:	Yang di expert group discussion miss.

P	:	Kenapa?
S1	:	Soalnya tadi Aku sama beberapa teman diexpert groupku ada yang beda pendapat. tapi seru. kita jadi tuker pendapat terus cari yang paling baik pendapatnya buat mengisi tabel-tabel yang ada di written guidance itu loh miss.
P	:	Kalau kamu tadi group apa dek?
S2	:	Tadi miss dihome group. Terus expert groupnya yang teks 2. Seru loh miss kalo kelompokku.
P	:	Oh ya yang tadi paling rame ya?
S2	:	Iya miss. HUUUH tadi tuh gara-garanya aku beda pendapat sama yang lain. Jadi dipoles temen-temen habis beda sendiri.
S1	:	Iya miss. Kelompoknya dia kan emang ramai-ramai semua.
P	:	Hahaha. Kelompokmu juga seru koq tadi. Terus kamu gimana rasanya tadi punya pendapat yang beda dari temen-temen?
S2	:	Malu miss. Jadi serasa paling oon. Tadi tuh soalnya temen-temen pada bawa kamus, lah aku engga e miss. Aku males bawa kamus. Berat miss ngebawanya. Tapi ga apa-apa kan ya miss. Namanya juga belajar pasti ada kekeliruan sedikit.
P	:	Iya gapapa lah. Yang penting kalian sudah mencoba untuk semangat belajar. Nah kalian harusnya bawa. Biar bisa cari vocab yang benar-benar kalian ga tahu artinya. Besok-besok kamusnya dibawa ya. Ok?
S1&S2	:	Oke deh miss
P	:	Gimana menurut kalian tasks yang miss kasih ke kalian?
S1	:	Suka miss, kami gak merasa diberi banyak pertanyaan jadinya ngerjainnya lebih enjoy miss.
P	:	Kalian juga bisa ngejawab semuanya ya? miss lihat tadi kelompokmu bisa menjawab dengan benar task yang miss kasih.
S2	:	Ya itu karena kita bekerjasama miss. kalo gak ngerti kan bisa nanya sama temen yang satu kelompok. Jadi kita ga merasa kesulitan dalam menjawab miss.
P	:	Yaudah lanjutin sana ngobrolnya. Makasih buat waktunya ya.
S1&S2	:	Oke miss. Sama-sama.

Interview 8

12 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti T: Teacher

P	:	Hi miss, excuse me. May I talk to you?
T	:	Ok, please.
P	:	Miss tadi proses belajar mengajarnya gimana ya?
T	:	Bagus koq dek. Saya pribadi suka dengan cara belajar anak-anak tadi. Dengan aktivitas membaca yang dikemas dengan belajar kelompok membuat anak-anak merasa lebih percaya diri untuk menyampaikan apa yang telah mereka peroleh dari teks yang mereka baca.
P	:	Bisa dikatakan kalo anak-anak antusias ya miss dengan metode jigsaw tadi?
T	:	Iya dek, mereka antusias koq mengikuti aktivitas belajar reading tadi. Padahal biasanya mereka ga kaya gitu loh. Mereka tu paling bosan sama reading.
P	:	Kalo tentang pemahaman mereka menurut miss titut gimana?
T	:	Sejauh yang saya lihat mereka sudah cukup paham koq dek dengan materi yang telah disampaikan. Walau kadang mereka masih suka bingung, tapi kan mereka saling belajar dengan teman kelompoknya. kan yang satu kelompok itu pasti ada yang paling pintarnya kan ya dek?

P	:	Ohya miss, saya sengaja koq bikin kelompoknya diselang-seling. kalo tentang diskusinya anak-anak tadi gimana miss?
T	:	Mereka tadi berusaha sekali koq buat memberi informasi sedetail-detailnya sebisa mereka. Dan saya rasa segitu sudah cukup sekali dek. Tadi pas di expert group discussion mereka juga saling berebut memberi pendapat seputar informasi yang mereka dapetin, terus mereka juga berusaha sekali untuk menemukan informasi yang diminta dalam <i>written guidance of expert group</i> . itu artinya mereka benar-benar menikmati expert group discussion tadi.
P	:	Ya, mereka terbantu kan ya miss dengan adanya guidance yang saya beri?
T	:	Betul itu dek, kalo tanpa guidance mereka juga akan bingung apa yang harus mereka cari dan dapatkan dari teks yang mereka baca itu.
P	:	Yaudah miss makasih buat wawancaranya.
T	:	Sama-sama ya.

Interview 9

12 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S: Siswa

P	:	Hi Sitta, excuse me. Would you like to talk to me?
S	:	Of course miss, please.
P	:	Sukses ga tadi home group reportnya?
S	:	Saya rasa sudah cukup berhasil dalam team report tadi, miss.
P	:	Memangnya kenapa?
S	:	Saya tadi kan belum sempet membaca teks yang no.4 dan 5 tapi syukur banget, dengan presentasi hasil diskusi expert group tadi aku jadi dapat penjelasan dari temen-temen. Jadinya aku paham sama teks yang gak aku bahas miss
P	:	Bagaimana dengan penjelasanmu pada yang lain?
S	:	Dengan menggunakan dua bahasa antara Indonesia dan inggris membuat saya merasa lebih mudah untuk menjelaskan pada temen-temen. Saya rasa mereka paham dengan penjelasan saya.
P	:	Koq bisa merasa yaqin temen-temen telah paham?
S	:	Kan bukan hanya menjelaskan. Kan tadi saya juga nanya ke mereka tentang teks yang sudah saya jelaskan pada mereka. Dan mereka bisa menjawab seperti yang aku harapkan.
P	:	Oke, makasih ya dek buat waktunya. See you.
S	:	See you.

Interview 10

12 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S1: Siswa 1 S2: Siswa 2

P	:	Gimana tadi pelajaranya?
S1	:	Waduh miss, saya malu lah klo kaya tadi.
P	:	Kenapa dek?
S1	:	Lah, saya gak bisa menjelaskan ke temen-temen miss. Bahasa inggris saya kan agak kacau. Apalagi tadi diledengin temen-temen. Gak biasa kaya gitu miss.

P	:	Ya gak apa-apa kan masih belajar. Kalau kamu gimana dek Susi?
S2	:	Saya tadi juga malu sih miss. Tapi everything was ok koq. Walau belum begitu berhasil mengajari temen-temen mengenai teks yang saya punya, tapi setidaknya sudah mencoba dan mendapatkan pengalaman miss.
P	:	Terus menurut kalian aktifitas yang kita lakukan tadi berdampak positif ato negatif?
S1	:	Ya positif lah miss. Walau jadi ketahuan mana yang bisa dan mana yang lemah dalam reading, tapi itu jadi pelajaran buat kita dan tentunya membawa perbaikan miss.
P	:	Oke, makasih ya.

Interview 11

14 Mei 2011

Ruang Kela

P: Peneliti S: Siswa

P	:	Gimana tadi? Bisa ga dek?
S	:	Bisa miss, walau sambil ketawa-ketawa pas aku tadi njelasin ketemen-temen.
P	:	Koq bisa gitu?
S	:	Soalnya sedikit malu, takut pada ga ngerti dengan apa yang aku njelasin miss.
P	:	Kegiatan tadi membuat dek annis merasa keberatan ga buat mengikuti rangkaian kegiatan group investigation?
S	:	Ga koq miss, malah seneng. Kan ntar juga diakhir dapet hadiah. Hehehe
P	:	Keuntungan apa yang kamu dapet di homegroup discussion tadi?
S	:	Kalo aku sendiri jadi bisa dengerin pendapat temen-temen miss. bisa belajar menerangkan ketemen-temen. Bisa tahu cara temen-temen kelompokku menjelaskan textnya ke temen-temen lainya juga miss.
P	:	Ada kendala ga dek dalam mengikuti kegiatan belajar tadi?
S	:	Sedikit miss, karena tadi dikelompokku masih ada yang bingung, jadi pas njelasin juga ga begitu “ngeh” itu loh miss, jadinya tuh yang dengerin juga bingung. Tapi ga apa lah, toh penjelasanku juga ga tahu tadi bisa dipahami temen-temen ato tidak, namanya juga masih belajar.
P	:	Iya santae aja, yang penting mau berusaha dek. Sudah merasa puas belum dalam homegroup discussion tadi?
S	:	Belum miss. masih mau nyoba lagi, kan tadi baru pertama dan semangatnya jadi belum tercurahkan semua miss. hehehe. Kan tadi juga baru teks descriptive miss, aku masih pengen nyoba mempelajari teks lainnya menggunakan jigsaw.
P	:	Ya, besok juga masih ada teks lainya dengan menggunakan teknik group investigation koq dek. Yaudah makasih ya buat waktunya.
S	:	Iya, sama-sama miss.

Interview 12

12 Mei 2011

Ruang Kelas

P: Peneliti S: Siswa

P	:	Terus gimana tadi diskusinya de?
S	:	Hemmm, belum begitu sukses miss.

P	:	Emang kenapa ga suksesnya?
S	:	Masih banyak yang pada bingung miss. jadi tadi diskusinya masih belum begitu lancar.
P	:	Emang bingung kenapa?
S	:	Sebenarnya sih njelasinya ragu-ragu takut salah kasih info miss. soale kan kalo salah kasihan temen-temen yang dengerin ntar dapat informasi yang menyesatkan.
P	:	Ya jangan ragu dek. Namanya masih sama-sama belajar. Tapi tadi nyaman dan seneng ga belajar reading menggunakan dengan berkelompok?
S	:	Seneng miss, Cuma belum begitu nyaman karena masih agak kebingungan. Mungkin kalo diulang-ulang akan bisa nyaman miss.
P	:	Senengnya kenapa?
S	:	Senengnya tuh karena bisa saling share dan tentunya yang tadinya kita kalo membaca asal baca aja sekarang perlu teliti dan cermat miss, jadi tambah semangat karena kalo ga bener-bener baca ntar ga bisa dapetin info apa-apa kalo dah gitu kan malu sama yang lainnya miss.
P	:	Berarti sudah merasakan keuntungannya dari belajar kelompoknya dek?
S	:	Iya miss.
P	:	Yaudah thanks ya dek

Interview 13

14 Mei 2011

Ruang Guru

P: Peneliti T: Teacher

P	:	Gimana tadi miss aktifitas belajar readingnya miss menurut miss titut?
T	:	Anak-anak nampaknya tadi masih banyak yang bingung tadi.
P	:	Bingung kenapa ya miss?
T	:	Mereka terlihat ragu-ragu pas menjelaskan teks yang mereka pelajari di expert group discussion.
P	:	Ohya,tadi sebagian anak-anak bilang gitu miss.
T	:	Tapi gak apa-apa koq dek hasni, yang jelas anak-anak terlihat semangat koq dalam mengikuti aktifitas tadi.
P	:	Tadi cara saya mengobservasi tiap kelompok gimana miss?
T	:	Tadi saya lihat sudah bagus koq dek. Sudah mengobservasi tiap kelompok. Jadi ga hanya kelompok tertentu yang diperhatikan.
P	:	Iya miss. terus gimana pembelajaran tadi miss?
T	:	Sebenarnya sudah bagus koq. Cuma masih ada beberapa dari mereka yang belum antusias dalam mengikuti pelajaran ya dek. Mereka tuh kayaknya ga semangat itu loh dek. Kelihatanya pada males belajar.
P	:	Iya saya piker juga gitu miss. ada yang lain miss?
T	:	Oh iya, anak-anak yang tidak terlalu mahir kayaknya merasa malu dengan teman-temannya. Jadi mereka mendapat perhatian lebih dari kita.
P	:	Oke miss.
T	:	Ohya, kelompoknya Nadia, kayaknya selalu jadi kelompok yang agak telatan ya dek. Kenapa ya kira-kira?
P	:	Hemmm, apa mungkin karena mereka pada malu ya miss? ato karena mereka belum begitu paham teksnya?
T	:	Bisa jadi mereke malu, tapi kayaknya mereka malu karena mereka ga begitu

		mengusai teks yang mereka dapatkan. Jadi dek hasni harus lebih mengontrol kelompok itu ya. jangan sampe selalu jadi yang terbelakang.
P	:	Iya miss. makasih banget ya miss atas sarannya. Akan saya perbaiki lagi.

Interview 14**14 Mei 2011****Ruang Kelas****P: Peneliti S: Semua Siswa**

P	:	Gimana nih dengan pelajarannya hari ini?
S	:	Seneng miss
P	:	Senengnya dimananya?
S	:	Ja kelompokSoalnya kita sudah lumayan bisa mengikuti alur aktifitas beker miss. terus juga kita sudah mulai nyaman dengan pelajaran reading miss. kita juga kan sudah nyaman dengan kelompok kita miss, bersama-sama terus dalam satu kelompok jadi bikin makin kompak belajarnya. Ga malu-malu lagi kemarin loh miss.
P	:	Oh ya... bagus lah dek. Tadi materinya apa? Masih ingat ga nih?
S	:	Tadi masih descriptive miss. tapi tadi teksnya sekarang udah beda-beda lagi.
P	:	Emang tadi ada teks apa aja?
S	:	Banyak miss,
P	:	Terus tadi ngapain aja nih aktifitasnya dalam kelompok?
S	:	Pertama membaca miss, terus kita identifikasi teks kita sendiri-sendiri.
P	:	Emang tadi di discussionnya ngapain aja?
S	:	Dengerin pendapat temen-temen miss. kita jadi tau apa yang kita masih bingung dan beberapa vocab yang kita bingung mengartikanya. Jadi kan bisa Tanya sama temen yang sudah pinter.
P	:	Tadi dengerin pendapatnya siapa aja?
S	:	Cuma beberapa miss, tadi saya diajak ngobrol jadinya ya ga focus miss.
P	:	Menurut kalian kelebihan belajar reading dengan menggunakan jigsaw apa?
S	:	Kita jadi merasa lebih interest belajar reading, kita juga jadi ga bosan, kita juga ga merasa kesulitan karena ada teman kelompok kita yang mau bantuin kita kalo kita ga paham.
P	:	Sekian dulu ya, makasih semuanya,
S	:	Sama-sama miss.

Interview 15**14 Mei 2011****Ruang Kelas****P: Peneliti S: Siswa**

P	:	Gimana tadi diskusinya dek?
S	:	Baik miss, suka aku tadi temen-temen pada semangat aku jadi ikutan semangat
P	:	Gimana nih jadinya suka benar-benar menemukan kenyamanan belajar reading?
S	:	Sudah miss. I like reading.
P	:	Bagus kalo gitu.
S	:	Iya miss. dulu saya benar-benar bosan kalo reading. Sekarang malah suka. Dan ternyata reading is not too difficult subject for me.
P	:	Good. Nah itu lah kalo kita mau berusaha dan merubah cara belajar pasti akan merubah kebiasaan bosan kita menjadi cinta. Hehe

S	:	Kapan miss dapat rewardnya?
P	:	Ok, the last meeting for cycle one ya.
S	:	Oke miss.
P	:	Ada kendala ato tidak tadi?
S	:	Kalo kelompok saya lancar-lancar aja miss. kalopun tadi ada temen yang belum mau buka kamus jadinya kasih pendapatnya juga tidak sejalan dengan yang lainnya tapi tadi sudah bisa disamakan koq miss.
P	:	Nah itu gunanya sharing ya. jadi kalau ada yang belum ngerti bisa ngerti. Sebenarnya yang bikin semangat apanya?
S	:	Pertama karena ada reward, kedua karena teman miss karena kita ga jenuh belajar sendiri. Kalu susah bisa Tanya sama temen yang teksnya sama. Kalau bisa jadi PD kasih tau temen yang gabisa. Ketiga karena waktu lebih efisien miss kalo belajarnya secara kelompok. Ketika mengerjakan latihan soal juga kan temen-temen kelompok saling bantu miss.
P	:	Oke, makasih ya dek arfi atas waktunya?
S	:	Oke miss hasni.

Interview 17

13 Mei 2011

Ruang Kelas

P: Peneliti

S1: Siswa1

S2: Siswa 2

S3: Siswa 3

P	:	Satu kelompok ga nih bertiga?
S1	:	Ga miss,kalo fitri sama nila satu kelompok miss. tapi kalo aku ga.
S2	:	Iya miss, aku ma fitri 1 kelompok, kalo novi mah kelompoknya sama tanti loh miss yang mirip sama miss hasni.hehehe
P	:	Halah bisa aja kalian. Kelompoknya fitri tadi kayaknya serius amat.
S3	:	Iya miss, soalnya tadi tuh kita udah sepakat pokoknya harus jadi super team. Jadi tadi nila minta kita karus serius dalam membaca. Gitu miss.
P	:	Kalo diexpert groupnya nila dan fitri dapet kelompok expert apa?
S2	:	Expert teks 5 miss kalo aku. Kalo fitri expert teks 1.
S1	:	Tadi fitri satu expert group sama aku miss.
P	:	Wah seru ga tadi diskusi expert groupnya?
S3	:	Seru miss. soalnya kita teksnya juga bagus ceritanya.
S2	:	Sebenarnya sih bisa dibilang sukses miss. tapi gatau tadi assignmentnya bener semua ga miss. soalnya tuh ada beberapa temen yang pendapatnya beda dan tetap kekeh sama pendapatnya. Kalo menurutku kan yang bener jawabanku hehehe tapi tadi kita bagi tugas juga sih miss.
P	:	Ya gak apa-apa kan tiap orang beda pendapat yang penting besok satukan pendapat ya. jangan sampe ntar informasi yang salah malah yang dishare kan ke temen-temen jadi diskusinya yang lebih kompak lagi ya.
S1	:	Kalo kelompokku tadi seru miss. kita satu hati, satu pemikiran. Kompak dalam hal apapun. Hehehe
P	:	Oh ya, bagaimana bisa kalian mengatakan kelompok kalian itu kompak?
S1	:	Buktinya waktu ngerjain task dari miss, kita ngerjainya dibagi-bagi miss. missal yang nyari instruksi nomer 1 aku yang nomer 2 yang lainnya. Itu membuat kerjaan kita cepet seleseai miss.

P	:	Percaya nih dengan jawaban temennya?
S1	:	Percaya donk miss. kan tadi pas diskusi pendapat kita sudah sama semua, jadi pasti jawabanya juga bisa sama.
S3	:	Iya miss. kita sudah nyaman sekali sama kelompok kita. Ga mau dipisah-pisah lagi pokoke. Udah enak banget sama konsep belajar kelompok dan sama kelompoknya.
P	:	Trus pada aktif-aktif ga nih tadi diskusinya apa Cuma ikut-ikut temen-temen aja?
S1	:	Aktif koq miss. kalo ga aktif kan ntar malu sama yang lain masa manggut-manggut aja. Hehhe. Makanya aku berusaha banget buat bisa mengerti dan paham banget sama expert tetxnya miss.
P	:	Oke bagus itu. Ya udah makasih ya semuanya.

Interview 18**13 Mei 2011****Ruang Kelas****P: Peneliti****S: Siswa**

P	:	gimana belajarnya tadi dek?
S	:	Yang jelas lebih baik kemarin miss.
P	:	Kok bisa bilang gitu?
S	:	Soalnya kita sudah mulai menyukai reading. Senang dengan metode belajar kelompok miss.
P	:	Senangnya karena apa de?
S	:	Seneng karena disamping bisa memahami teks dengan saling share juga teksnya ga bikin bosen. Teksnya bagus-bagus. Daripada tiap belajar suruh buka buku miss. jadi teksnya itu itu terus, ga up to-date miss.
P	:	Kalo sekarang ga ya? miss ambil dari beberapa sumber soalnya.
S	:	Ga miss. aku lebih suka apake lembaran teks kaya gitu dari pada pake buku mau bacanya juga males udah bukunya tebal gitu.
P	:	Ada kesulitan ga dek dalam memahami teksnya?
S	:	Ada miss. beberapa vocab yang susah saya pahami. jadi saya suka salah dalam mengartikan maksud kalimat-kalimat yang ada di teks tersebut miss.
P	:	Kan kamu bisa buka kamus toh untuk tahu arti dari vocab tersebut.
S	:	Iya miss. tapi saya butuh waktu lama. Soalnya kan gak Cuma satu artinya jadi tetep harus memilih yang paling tepat.
P	:	Oh gitu. Yaudah makasih ya dek buat waktunya.
S	:	Iya miss sama-sama.

Interview 19**15 Mei 2011****Ruang guru****P: Peneliti****T: Teacher**

P	:	Miss, maaf saya mau Tanya lagi tentang discussion di group investigation nya?
T	:	Bagus koq dek. Saya puas dengan activity tadi.
P	:	Ada kekurangan ga miss?
T	:	Menurut saya rulenya sudah baik mba. Tinggal ya mematangkan saja. Mudah-

		mudahan dicycle 1 sudah baik semuanya
P	:	Mematangkan gimana maksudnya miss?
T	:	Ya kan anak-anak sekarang sudah nyaman dek, Cuma aja mereka belum luwes, jadi biar tambah matang aja.
P	:	Oh begitu, ya bu. Semoga dicycle 2 nanti semuanya sudah sempurna
T	:	Iya dek.

Interview 20

4 Mei 2011

Ruang Kelas

P: Peneliti S: Siswa

P	:	Hai dek, gimana nih tadi kelompoknya?
S	:	Kelompokku pasti jadi superteam miss.
P	:	Ohya. Koq seyaqin itu?
S	:	Arfi dan temen-temen tadi mencoba jadi kompak banget miss. dan penjelasan dari temen-temen yang sudah berdiskusi jelas banget miss. jadi kita bener-bener sudah nangkep.
P	:	Ok bagus itu. Gimana dengan arfi sendiri mengikuti discussion tadi?
S	:	Kalo arfi sendiri tadi pas diskusi merasa sudah lebih baik dari yang kemarin miss. masalah didukung dari temen-temen juga jadi makin semangat.
P	:	Untuk presentasi didepan temen-temen kelompok tadi mengalami kesulitan ga?
S	:	arfi tadi merasa sudah sangat menguasai teksnya jadi begitu nerangin jadi mudah. Cuma ada 1-2 kata yang akhirnya arfi translate ke Indonesia karna lupa dan grogi. Hehehe. Dan tadi ada beberapa kalimat yang saya ambil kata-katanya dari teks.
P	:	Gak apa-apa. Tapi besok-besok mencoba dikembangkan pake kalimat sendiri ya.
S	:	Siap miss Boz. Hehehe
P	:	Paham gak sama presentasi temen-temen tadi?
S	:	Paham miss, saya rasa presentasi temen-temen bisa dipahami. Kita tahu teks yang sebelumnya tidak kita pahami dan juga ada yang tidak kita baca.
P	:	Ohya gimana tadi seneng ga dapet sertifikat gelar kelompoknya?
S	:	Sudah miss, makasih ya. tapi yang ga dapet pada sedih miss
P	:	Gausah sedih, besok-besok lebih berusaha keras ya. biar dapetin nilai bagus dan bisa dapetin super team, good team, ato great team.
S	:	Oke deh miss.

Interview 21

14 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S1: Siswa 1 S2: Siswa 2

P	:	Gimana dek tadi Diskusi dan presentasinya?
S1	:	Kalo diskusi lancar miss. temen-temen juga presentasinya membuat kita paham koq.
P	:	Klo kamu gimana dek?

S2	:	Klo saya sendiri tadi saya susah ngerangkai katanya miss buat presentasiin teks saya. Tapi kalo untuk pemahaman saya paham koq miss dengan penjelasan temen-temen dan teks saya sendiri miss.
P	:	Ohya gak apa-apa dek.
P	:	Masih semangat buat bisa nunjukin jadi superteam kan?
S1	:	Tentunya donk miss.
S2	:	Iya miss kelompokku juga udah yaqin banget.hehehe.
P	:	Nah gitu tiap activity harus dilakukan dengan semangat.
S2	:	Iya donk miss. kalo aktivitinya ga ngebosenin kita pasti semangat.
P	:	trus untuk quisnya gimana?
S2	:	Alhamdulillah miss kalo saya mampu menjawab semuanya. Cuma ga tahu benar apa ga jawabanya miss.
P	:	Kalo kamu sendiri gimana dek?
S1	:	Saya sebenarnya bisa miss. tapi koq pusing tadi njawabnya. Ga yaqin takut salah miss.
P	:	Emang kenapa ga bingung jawabnya de?
S1	:	Gimana ya miss, tadi kan waktunya terbatas aku mau buka kamus tapi ga sempet soale ada beberapa vocab ga ngerti artine miss.
P	:	Oh gitu ya, yaudah gak apa-apa dek. Tapi ntar lagi kalo njawab harus yaqin ya.
S1	:	Iya sih miss. tapi tadi gugup karna temen-temen pada cepet-cepet ngerjainnya miss. jadi saya tadi udah kebingungan tambah gugup juga.
P	:	Yaudah makasih ya dek buat waktunya.
S1 dan S2	:	Sama-sama miss.

Interview 21

14 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S: Siswa

P	:	Nisa gimana tadi ngerjain Kuisnya?
S	:	Ah miss susah tahu miss.
P	:	Susah bagian apanya?
S	:	Soalnya soalnya essay miss.hehehe
P	:	Ada apa dengan soal essay de?
S	:	Kalo essay mikirnya lama miss, kan kita ga dapat pilihan jawaban.
P	:	Trus tadi gimana jawabnya?
S	:	Ya akhirnya sih dijawab tapi gatahu bener ga miss. tadi beberapa vocab ga tahu artinya.
P	:	Kan boleh buka kamus de? Trus kita bisa guess meaning dulu kalo emang ga sempat buka kamus.
S	:	Iya sih miss. tapi tadi saya bener-bener buru-buru lihat temen banyak yang udah mau selesi. Gitu miss
P	:	Ada kesulitan lainnya dek?
S	:	Iya miss.
P	:	Tapi kan yang penting sudah dijawab toh dek. Sebenarnya kalo kamu paham banget dengan masalah dan ending dari teks tu kamu pasti akan mudah menemukan moral valuenya
S	:	Nah itu dia miss. saya cukup paham sebenarnya. Tapi ada beberapa opsi dari moral value yang saya temukan jadi saya bingung milih yang mana.

P	:	Nah itu berarti pengecohnya de, jadi ntar lagi kalo jawab cari yang paling mendekati dengan masalah dan ending yang ada dalam teks narrative tersebut. Ok?
S	:	Ok miss.
P	:	Ok, makasih ya buat waktunya
S	:	Sama-sama miss oktav.

Interview 22**4 Mei 2011****Depan Ruang Guru****P: Peneliti T: Teacher**

P	:	Hai miss, maaf mau ganggu lagi.
T	:	Iya ga apa-apa dek hasni. Gimana tadi dikelas? Maaf ya saya tadi ga sampe selesai soalnya ada urusan mendadak, ngurus persiapan PKL anak-anak dek.
P	:	Ohya gak papa koq miss. untuk belajarnya tadi presentasi dan diskusi menurut saya sudah cukup miss. menurut miss gimana?
T	:	Iya anak-anak sudah pada luwes koq dek. Dan saya rasa ketika presentasi pun sudah tidak malu dan kebingungan lagi. Mereka terlihat lebih PD dan semangat koq.
P	:	Iya miss. tadi beberapa anak masih ada yang bingung sebenarnya.
T	:	Ya gak apa dek masih bisa disempurnakan lagi nanti. Soalnya emang ga semua anak menyukai reading jadi ketika mereka mulai suka sekarang bingungnya dimasalah comprehend teksnya.
P	:	Tapi mereka sekarang sudah pada termotivasi ya miss?
T	:	Iya koq, sangat termotivasi koq. Mereka tuh berkompetisi banget loh dek.
P	:	Jadi kurangnya dibagian comprehendingnya ya miss?
T	:	Iya, beberapa sudah bagus ya dek. Cuma beberapa juga masih kesulitan. Trus gimana hasil kuisnya?
P	:	Alhamdulillah beberapa anak mendapatkan nilai memuaskan miss. Cuma masih ada beberapa anak yang nilainya minim miss.
P	:	Iya miss, rata-rata pada bingung menjawab moral value.
T	:	Gini sih karena mereka biasa dengan soal pilgan yang biasanya ada pilihanya sekarang harus membuat jawaban panjang sendiri.
P	:	Iya ya miss.
T	:	Tapi gak apa dek biar mereka juga latihan untuk menjawab soal seperti itu koq.
P	:	Ya udah miss, makasih buat waktunya.
T	:	Iya sama-sama. Good luck ya dek!

Interview 23**15 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Seluruh Siswa**

P	:	Maaf ya ganggu nih,
S	:	Ga apa-apa miss. kita lagi santai-santai koq miss.
P	:	Gimana nih adek-adek beberapa kali kita bertemu dalam pembelajaran bahasa inggris khususnya reading activity.
S	:	Seneng miss...
P	:	Oh ya. sudah merasa termotivasi?
S	:	Sudah miss. kita sekarang semangat kalo belajar reading English. pokoknya suka miss.

P	:	Gimana dengan pemahaman kalian tentang teks yang kalian baca?
S	:	Untuk descriptive miss?
P	:	Ya
S	:	Alhamdulillah sudah cukup lah miss untuk teks descriptive kita sudah tahu typical teks descriptive itu.
P	:	Ada kesulitan dalam comprehend the text?
S	:	Beberapa point miss.
P	:	Contohnya?
S	:	Moral value, word meaning miss.. Kalo word meaning harus buka kamus miss, kita kan males miss.... apalagi nanti juga kita ga boleh buka kamus pas ujian semesteran
P	:	Nah dari itu biasakan membaca kalo ga tau artinya cari dikamus diingat-ingat. Bukan ketika ada sola baru buka kamus. Mumpung sekarang masih dalam tahap belajar jangan malas untuk membuka kamus ya.
S	:	Oke miss.
P	:	Ada kekurangan ga dalam aktifitas yang miss kasih ke kalian?
S	:	Sudah koq miss, malah kelebihan.hehehe
P	:	Kelebihan gimana maksudnya?
S	:	Kan ada presentasi ada diskusi. Malu miss kalo presentasi.hehehe. jadinya kadang tuh kita mereng kai katanya yang ngomongnya pendek-pendek aja biar cepet selesai presentasinya. Malu miss... bertambah banyak ngomong takut banyak informasi salah yng kita kasih hehehe.
P	:	Hmmmm, jangan begitu kita kan lagi belajar toh...
S	:	Iya miss, insyallah kita sudah makin PD koq miss.
P	:	Ada yang mau disampekan lagi tentang kesulitan dan kekurangannya?
S	:	Kalo soal jangan essay miss, susah...
P	:	Oh ya, boleh lah ntar kita mix aja ya.
S	:	Oke miss.
P	:	Ada lagi?
S	:	Udah koq miss.
P	:	Yaudah makasih buat bincang-bincangnya ya semuanya.
S	:	Oke miss.

Interview 24

15 Mei 2011

Depan Ruang Guru

P: Peneliti T: Teacher

P	:	Permisi miss, saya mau membicarakan cycle 2
T	:	Oh ya dek, gimana jadi rencana dek oktav sendiri?
P	:	Begini bu, karena cycle 1 sudah cukup dan masih ada yang perlu diperbaiki jadi bagaimana kalo kita menambah cycle 2 bu?
T	:	Ya boleh.
P	:	Jadi rencananya begini bu, saya mau menambah games dicycle 2 nanti. Nah games tu nanti diperuntukan kelompok tapi dimainkan oleh 1 orang. Bentuknya bisa story telling. Karena kalo presentasi mereka cenderung tegang, jadi mau saya bikin santai dengan games saja

T	:	Ya bagus itu mbak. Tapi cooperative learningnya hilang atau tetap mbak?
P	:	Tetap bu, jadi itu ntar hanya menjadi tambahan activity saja bu.
T	:	Yah, ga apa-apa mbak. Kalo itu bisa jadi baik. Kayaknya juga menjadi hal positif koq.
P	:	Oh ya untuk materinya bagaimana miss?
T	:	Yang saya lihat anak-anak sudah mengerti koq mbak dengan teks descriptive. Masih sedikit kekurangan dan itu bisa juga dilatih dengan teks lainnya. Jadi saya minta dek oktav masuk ke materi selanjutnya ya.
P	:	Materi apa miss?
T	:	Teksnya masuk ke “procedure text” untuk vocab, grammar menyesuaikan dengan apa yang digunakan dalam teks tersebut. Dek hasni sudah tahu kan tentunya.
P	:	Iya miss.oke berarti mulai minggu depan tanggal 19 mei ya miss.
T	:	Untuk refleksinya tadi sudah Tanya-tanya ke anak-anak tentang beberapa pertemuan yang sudah dilakukan?
P	:	Sudah koq miss, dan anak-anak merasa sudah cukup menyukai reading dan untuk nilai sudah bisa disimpulkan bahwa reading comprehension mereka sudah sedikit meningkat.
T	:	Baiklah kalo begitu mbak, saya senang dengernya.
P	:	Ya sudah ya bu, terimakasih buat bimbingannya. See you next time.
T	:	Ok, see ya...

Interview 25**15 Mei 2011****Ruang Kepala Sekolah****P: Peneliti H: Headmaster**

P	:	Maaf Bu mengganggu sebentar.
H	:	Iya ga apa mbak , gimana nih penelitiannya?
P	:	Alhamdulillah sejauh ini sudah mencapai 65% Bu. Begini bu maksud kedatangan saya mau minta izin untuk melanjutkan cycle 2 penelitian saya. Saya dan miss palupi sudah berbincang-bincang mengenai cycle 1 kemarin dan dirasa sudah cukup, tapi masih ada yang perlu disempurnakan makanya kami memutuskan untuk menambah cycle 2. Bagaimana bu?
H	:	Oh ya silahkan aja mbak. Kalo saya yang penting gurunya mengizinkan dan murid-murid juga mendapat pengalaman dan juga tentunya perbaikan ya saya boleh-boleh saja mbak.
P	:	Terimakasih ya bu.
H	:	iya sama-sama. Tapi nyaman kan ngajar kelas VII nya?
P	:	Alhamdulillah nyaman. Mereka juga ga susah untuk diajak belajar. Walaupun diawali dengan rasa bosan dan malas-malasan tapi beberapa pertemuan kemudian sudah terlihat antusias bu.
H	:	Nilai anak-anak gimana mbak?
P	:	Kalo dicycle 1 ini masih agak lumayan ya bu yang mendapatkan point terbawah.
H	:	Ya gak papa mbak semoga di cycle 2 nanti semuanya sudah baik ya mbak.
P	:	Iya bu. Ya sudah bu mungkin saya mau permissi dulu.
H	:	Oh ya silahkan mbak.

Interview 26**17 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Seluruh Siswa**

P	:	Seneng ga tadi dengan pelajaranya?
S	:	Seneng miss. soalnya ada gamesnya.
P	:	Emangnya kenapa?
S	:	Ya belajarnya maskin semangat dan seru aja miss. ga tegang bisa buat refresh pikiran kita miss.
P	:	Bagian apa yang membuat kalian terkesan dalam mengikuti permainan tadi?
S	:	Ya pas kita rolls dicenya miss, deg-degan angka berapa yang akan keluar. Trus ntar klo udah tau angkanya kita ngebuka kartu sesuai dengan angka itu. Baru deh kita mengumpulkan kata-kata untuk dibentuk kalimat.
P	:	Tadi kelompoknya dapat card apa aja?
P	:	bisa merangkainya menjadi kalimat dengan tepat waktu?
S	:	Bisa miss. permainan pertama bisa, kedua gagal, seterusnya sukses miss.
P	:	Wah hebat donk ya...
S	:	Iya miss. tu karena kita mau bekerja sama. A

Interview 27**17 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Siswa**

P	:	Gimana susi suka dengan materinya tadi?
S	:	Suka miss.
P	:	Paham ga tadi yang miss jelaskan?
S	:	Alhamdulillah paham miss. tadi juga aplikasinya pas memasak
P	:	Tadi maju ya?
S	:	Iya miss, tadi kan maju sebenarnya malu miss karena pasti semuanya mempunyai cerita berbeda-beda walupun kita membaca teks yang sama.
P	:	Tapi kan jadi paham kan tentang informasi yang udah kamu baca.
S	:	Iya sih miss, jadinya aq tadi bener-bener membaca dengan seksama. Hahhaha
P	:	Nah gitu kan jadi bisa sendiri walau tidak dibantu teman kan?
S	:	Iya miss. hehehehe.
P	:	Yaudah makasih ya dek buat waktunya
S	:	Oke miss, sama-sama ya miss.

Interview 28**17 Mei 2011****Masjid Annur****P: Peneliti S1: Siswa 1 S2: siswa 2**

P	:	Hayo gimana nih tadi maju ga?
S1	:	Ga dapet giliran miss.
P	:	Trus tadi paham ga sama materinya?
S1	:	Lumayan paham koq miss. seneng juga koq miss tadi belajarnya ga ada yang tegang ga ada yang bosan.
P	:	Wah bagus donk ya...kalo kamu tadi maju ga dek?
S2	:	Maju miss, tapi tadi koq retell saya sedikit beda dari yang lain ya miss. salah ya

		miss
P	:	Ga salah koq. Kamu benar, yang lain jga benar. Cuma tadi kamu mengartikan beberapa kata dengan arti yang kurang pas, sehingga kamu menceritakannya juga sedikit berbeda dari temen-temen. But so far so good koq dek
S2	:	Thanks ya miss. tapi saya insyallah paham koq miss dengan teks newsitem
P	:	Alhamdulillah klo kalian paham.
P	:	Seneng kan belajar sama games hari ini?
S1	:	Seneng miss. motivasinya jadi bertambah dan kita bener-bener mengikuti penjelasan mom dengan sungguh-sungguh jadinya pas games mulai kita sudah benar-benar yaqin dengan pemahaman kita miss.
P	:	Ya bagus kalo gitu lah.
S1 dan S2	:	Iya miss
P	:	Yaudah makasih buat waktunya ya.
S1 dan S2`	:	Iya miss.

Interview 29**17 Mei 2011****Ruang Guru****P: Peneliti T: Teacher**

P	:	Gimana miss menurut miss titut tentang pembelajaran tadi?
T	:	Hmmmm, untuk keseluruhan baik koq. Mungkin karena mereka sudah biasa dengan teknik yang diterapkan.
P	:	Kalo gamesnya gimana miss?
T	:	Aktifitas hari ini bagus dek. Disamping itu siswa bisa lebih antusias dan happy banget dalam mengikuti pembelajaran. Mereka juga jadi lebih pede loh dek Lagian juga games ini bisa meningkatkan penguasaan vocab dan grammar mereka. Mereka bisa belajar direct-indirect speech dan banyak vocab yang biasa dipake dalam teks news item. Dalam hal ini, siswa juga bilang toh sama dek oktav kalo mereka ga sadar ternyata mereka mendapatkan pelajaran dari permainan tersebut
P	:	Untuk pemahaman siswa gimana miss?
T	:	Saya rasa dengan diaplikasikan digames tadi mereka cukup paham ya dek. Cuma ntar kita akan tahu lebih jauh dari task-task yang kita kasih ke anak-anak.
P	:	Kalau group discussionnya gimana miss titut?
T	:	saya amati setiap siswa antusias dalam berdiskusi. Mereka berani mengutarakan ide-ide mereka dengan luwes. Mereka juga santae dalam memberikan opini berbeda jika merea tidak setuju dengan opini teman-temanya.
P	:	Berarti action hari ini sukses ya miss? hehehe
T	:	Ya. saya pikir sudah sukses koq untuk action hari ini.
P	:	Oh ya miss. berarti cukup sukses ya miss untuk pertemuan hari ini.
T	:	Iya. Cukup koq dek.
P	:	Yaudah makasih ya miss.
T	:	Iya dek sama-sama. Sukses ya

Interview 30**18 Mei 2011****Ruang Kelas****P: Peneliti S: Seluruh Siswa**

P	:	Gimana nih diskusinya tadi?
S	:	Really nice miss.
P	:	Memangnya kenapa koq pada merasa seneng gitu?
S	:	discussionnya sukses miss.
P	:	Oh ya. dari mana tuh mengukur kalo itu sukses?
S	:	Soalnya ga kaya pertemuan yang udah-udah miss, sekarang udah ga ragu kalo mau kasih pendapat.
P	:	Sejauh ini kalian sudah paham dengan materi-materi yang sudah dipelajari?
S	:	Paham miss.
P	:	Teksnya menurut kalian gimana?
S	:	Teksnya gak kepanjangan kaya waktu itu, jadi lebih mudah dipahami miss. vocabnya juga lebih familiar koq miss.
P	:	Jadi sukanya teks yang pendek ya?
S	:	Iya miss.
P	:	apa aja emangnya hal-hal yang penting dalam teks procedure
S	:	Itu loh miss seperti the step, and the sequence of time
P	:	Terus apa lagi?
P	:	Ya tu juga bisa saja. Wah kalian sudah banyak kemajuan ya.
S	:	Pasti donk miss.

Interview 31**18 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Seluruh Siswa**

P	:	Gimana diskusi groupnya dek?
S	:	Kami senang miss karena diskusi kali ini semuanya antusias. Kita bisa saling share pendapat kita tanpa ada gangguan.
P	:	Sudah paham dengan teks yang kamu baca?
S	:	sudah miss, saya juga mempunyai pendapat yang sama yang temen-temen sampaikan.
P	:	Apakah tadi menyampaikan pendapatnya menggunakan bahasa inggris?
S	:	Tentu bahasa inggris donk miss. kami berusaha menggunakan bahasa inggris walau masih ada yang salah dalam penggunaan vocab maupun mengucapkannya.
P	:	Menyenangkan kan belajar reading tu?
S	:	Ya miss. menyenangkan koq, jauh dari persepsiku waktu dulu.
P	:	Yasudah, makasih ya dek wawancaranya.
S	:	Iya miss sama-sama ya miss.

Interview 32**21 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Seluruh Siswa**

P	:	Bagaimana anak-anak untuk pelajaran hari ini?
S	:	Husnul khotimah miss.
P	:	Hahahha. Koq bisa bilang gitu?
S	:	Ini kan insyallah terakhir kan miss. kalo ini terakhir berarti kita termasuk husnul khotimah soalnya kita merasa tidak ada kesusahan miss untuk diskusi hari ini, pemahaman teksnya juga.

P	:	Oh begitu, tapi ga mesti hari ini terakhir loh...
S	:	Ya gapa miss, yang penting selalu pake games dan belajar secara kelompok, kita pasti selalu semangat.
P	:	Gitu ya. biar bisa Tanya-tanya temen ya?
S	:	Yang penting kan Tanya penjelasan miss, bukan Tanya jawaban task-task yang miss kasih buat kita. Iya kan miss?
P	:	Yap betul sekali. Bekerja bersama teman itu perlu, bertanya itu juga perlu. Oke, berarti pemahan teks sudah 99% ya?
S	:	Tentu saja donk miss.
P	:	Trus untuk kekompakan dalam belajar sudah Oke ya?
S	:	Pastinya miss.
P	:	Untuk motivasi kalian sudah benar-benar merasa termotivasi dengan penerapan jigsaw pada reading activity?
S	:	Sudah miss, Alhamdulillah kami jadi suka reading sekarang.
P	:	Tapi bukan hanya termotivasi untuk membaca dek, tapi kalian juga harus bisa comprehend the text, memahami isi teks yang kalian baca.
S	:	Iya donk, miss. sekarang kami merasa enjoy membaca English text miss. koq miss.
S (beberapa siswa)	:	Kami juga merasa lebih mudah dalam comprehending text, tidak hanya membaca tetapi juga mencari informasi yang ada didalam teks tersebut. kami juga perlu untuk memahami teks dengan mengerti makna-makna dari tiap kata dan kalimatnya.
P	:	Menurut kalian apakah reading comprehension testnya mudah?
S	:	Sebenarnya sulit miss
P	:	Kenapa?
S	:	Soalnya kan itu essay, jadi ngejawabnya butuh waktu banyak. kita ga bisa langsung milih jawabanya. Hehe.
P	:	Tapi bisa kan?
S	:	Bisa lah miss. kan kita tadi sampai serius banget ngerjainya. Kita pengen dapat nilai yang lebih baik dari sebelumnya miss. dan yang paling penting kita juga pengen dapetin predikat super team miss.
P	:	Bagus lah kalau begitu. Pertahankan ya. Ya sudah ya terimakasih.

Interview 33

21 Mei 2011

Ruang Kelas VIIA SMP N 3 Mertoyudan

P: Peneliti S: Siswa

P	:	Gimana tadi presentasinya dek afina?
S	:	Sukses miss.
P	:	Bisa mengerjakan tasknya?
S	:	Ofcourse.
P	:	Apa menurutmu tasknya mudah?
S	:	Sebenarnya tasknya tidak begitu mudah miss. tetapi kami merasa mudah karena kami bekerjasama dengan serius.
P	:	Apa yang membuat kalian jadi serius dalam mengerjakan task?
S	:	Kami pengen dapat predikat super team, miss.
P	:	Ya bagus tuh kudu yaqin. Berarti sudah bisa mengcomprehend text ya?
S	:	Iya miss sekarang sudah bisa koq.
P	:	Sudah bisa membuat temen-temen paham juga ya?

S	:	So far insyallah bisa miss yang penting saya paham jadinya kan pas presentasi juga jelas jadi bikin temen-temen paham dan antusias dengerin aku presentasi.
P	:	Oh gitu, bagus lah. Terus akhirnya Kelompoknya jadi pemenang ga dek?
S	:	Ga miss, Cuma dapat great team, miss. tapi gak apa-apa lah.
P	:	Terus perasaanya gimana setelah dapatin great team?
S	:	Senang koq miss. walaupun kami semua deg-degan waktu nunggu pengumuman diluar kelas sampai pengumuman itu dibacakan, miss.
P	:	Ohya udah, Makasih ya dek
S	:	Oke miss

Interview 34**21 Mei 2011****Ruang Guru****P: Peneliti T: Teacher**

P	:	Maaf miss saya mau Tanya-tanya lagi tentang pembelajarn tadi?
T	:	Baik dek. Semuanya sudah baik koq. Nampaknya sukses nih researchnya dek hasni.hehhee
P	:	Alhamdulillah lah miss, kalo sukses mah. Jadinya kita gausah nambah siklus.
T	:	Iya saya rasa sudah cukup koq dek. Ohya maaf kemarin ga ada dikelas trus ya, jadi gabisa lihat yang kemarin itu.
P	:	Gak apa koq miss, kan miss titut lagi sibuk ngurus PKL saya maklumin koq miss.
T	:	Thanks ya...
P	:	Bebarti sudah cukup ya miss cycle2nya. Kita ga menambah cycle 3 lagi.
T	:	Iya gausah dek, sudah cukup koq. Mereka semua sudah bisa dikatakan mempunyai kemampuan reading yang cukup baik.
P	:	Sudah terlihat peningkatanya kan ya miss?
T	:	Sudah-sudah. Peningkatanya sudah sangat jelas koq dek. Anak-anak lebih antusias. Lebih semangat dan sudah tidak merasa kalo reading itu pelajaran yang susah.
P	:	Kalo pemahaman sudah bisa dikatakan sukses ya miss
T	:	Sudah dek. Buktinya dari task-task yang adek kasih mendapatkan point bagus-bagus dek. Tadi saya juga memperhatikan cara mereka presentasi, menjawab, dan menyampaikan, dan mereka sudah pada bagus-bagus koq. Pokoknya saya terimakasih sekali lah dek, karena anak-anak sudah mendapatkan kemajuan yang baik dalam belajar reading. Semoga hal ini akan jadi seterusnya untuk mereka dan saya pastinya akan mengaplikasikan yang sudah dek hasni lakukan
P	:	Hal itu juga dikarenakan anak-anak sudah mau membawa kamus dan membuka kamus ketika mereka mengalami kesulitan miss. mereka lebih mandiri dan tidak mengganggu teman yang dianggap pintar oleh mereka.
T	:	Betul sekali. Kamus memang penting. Kamus dapat membantu mereka dalam belajar bahasa inggris. Contohnya, tadi mereka bisa cepat mengerjakan. Trus lebih focus juga, nggak nanya-nanya temen, soalnya kalau nanya temen, nanti buntutnya malah ngobrolin yang lain. Kalau tadi sudah bagus. Cuma memang kadang-kadang mereka males untuk membawa karena kan sering dibawa pulang lagi untuk mengerjakan tugas di rumah.
P	:	Iya miss, makasih banyak loh ya.

Interview 35**22 Mei 2011****Ruang Kelas VIIA SMP N 3 Mertoyudan****P: Peneliti S: Seluruh Siswa**

P	:	Bagaimana perasaan kalian dalam mengikuti proses belajar mengajar bersama saya?
S	:	Kami senang miss mengikuti aktivitas-aktivitas dalam pembelajaran reading.
P	:	Kami juga senang belajar secara kelompok membuat kami tidak takut untuk mengutarakan ide kita dan bertanya kepada teman kita.
S	:	oh begitu. Ada lagi yang mau mengatakan sesuatu?
P	:	Reward yang miss kasih kemarin juga bisa bikin kita termotivasi untuk belajar reading, miss. Miss juga sudah kasih kita sertifikat walaupun bukan bentuknya kado atau hadiah tapi sudah bikin kita bangga dengan hasil kerja kita sendiri.
P	:	Jadi ga merasa bosan kan dengan belajar reading?
S1	:	Iya miss, dengan diskusi dan ditambahi games kami jadi semangat dan menyukai reading miss.
S2	:	Iya tu miss. kita senang maen gamesnya. Kami akan lebih senang kalau kita maen game lagi miss. hehehe
P	:	Kenapa kalian suka sekali bermain game?
Ss	:	Kalo belajar sambil bermain itu lebih enjoy miss. jadi ga serius gitu deh dan bisa sambil bercanda. Kan gak kaya kalo kita sedang berdiskusi miss.
P	:	Siapa diantara group-group ini yang bisa bermain games dengan baik? Jujur loh ya.
S1	:	Kelompokku miss, Setiap member giliran buat roll jawabnya miss.
P	:	Ok, miss percaya koq. Makasih ya buat waktunya.
P	:	Iya miss, sama-sama semoga ketemu dilain waktu ya miss.
S	:	Oke.

Interview 36**22 Mei 2011****Ruang Guru****P: Peneliti T: Teacher**

P	:	Miss palupi saya mau membicarakan soal research saya sampe hari terakhir kemarin.
T	:	Boleh dek, gimana?
P	:	Miss dari yang sudah kita lakukan beberapa hari kemarin, menurut miss gimana kemajuan anak-anak? Masih perlu ga saya melakukan cycle 3?
T	:	Yang saya lihat semuanya berjalan lancar, walau dicycle 1 mengalami kekurangan, tapi sudah bagus dicycle2nya koq dek. Jadi menurut saya sudah cukup koq dek actionnya.
P	:	Jadi cycle 2 itu jadi action terakhir ya miss.
T	:	Iya dek hasni.

P	:	Siswa-siswa juga sudah mampu mengerjakan tasks dengan baik ya miss?
T	:	Betul dek. Score siswa-siswa juga mengalami peningkatan koq dek. Itu bisa diliat dari tiap nilai latihan yang mereka kerjakan dan juga dari nilai post-test. Hal itu disebabkan karena tasks yang diberikan juga sesuai dengan kemampuan mereka. Oh iya, tasks yang dek hasni kasih juga sangat membantu mereka dalam menguasai kosa kata dan juga grammar.
T	:	Alhamdulillah ya miss, saya senang dengarnya.
P	:	Ya mengucapkan banyak terimakasih buat semuanya. Sudah mau mengizinkan, membimbing, dan meluangkan waktu buat saya dan penelitian saya.
T	:	Iya sama-sama dek. Saya juga mengucapkan terimakasih karena dengan action yang dek lakukan membawa dampak baik buat anak-anak dan juga buat kami para guru.
P	:	Duh miss palupi bisa saja. Yasudah miss saya permisi dulu ya miss.
T	:	Iya, kalo ada apa-apa hubungi saya langsung aja dek insyallah selalu saya bantu.
P	:	Iya miss. thanks.

COURSE GRID OF IMPLEMENTATION COOPERATIVE LEARNING ACTIVITY

Cycle Time Theme	Basic Competency	Indicator	Learning Material	Teaching Learning Activities	Evaluation	Cooperative Learning Activity
I 2x40 minutes Descriptive of animal	11.3 Responding the meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.	<ul style="list-style-type: none"> ❖ Students are able to identify all information in descriptive text. ❖ Students are able to identify generic structure in descriptive text. ❖ Students are able to identify the vocabularies used in the text ❖ Students are able to identify the tense used in descriptive text ❖ Students are able to answer questions 	<ul style="list-style-type: none"> ❖ Descriptive Text <ul style="list-style-type: none"> - My rabbit, Rubby - Tiger - Dinosaurs ❖ Generic structure of descriptive text ❖ Vocabularies Long, beautiful, eat, fur, smooth, white, neck, shape, skin, eyes, brown, etc. ❖ Simple present tense ❖ Noun phrase 	<p>Building Knowledge of the Text (10 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher elicited the material (Do you have a pet? What pet do you like?) ❖ The teacher shows a picture of some animal. ❖ The teacher makes 3-4 questions according to the picture and the students answer the questions orally. <p>Modeling of the Text (15 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher shows a picture of rabbit. ❖ The teacher and the students talk about the picture. ❖ The teacher gives descriptive text according to the picture. ❖ The teacher explains about descriptive text to the students (what kinds of language features of descriptive text 	<ul style="list-style-type: none"> ❖ Task I Match the following vocabulary with the correct information. ❖ Task II. Underline tenses, verb and noun phrase of the text ❖ Task III. State whether the statements below are True or False (T/F) ❖ Task IV Answer comprehension 	<ul style="list-style-type: none"> ❖ Applying Numbered Head Together

		comprehension question based on the text.		<p>and the generic structure of descriptive text).</p> <p>Joint Construction of the Text (20 minutes)</p> <ul style="list-style-type: none"> ❖ The students work in group. ❖ The teacher gives the students a descriptive text about tiger. ❖ The students read the text. ❖ In group students work together and discussing to get detail information of the text, finding some word in the text, explores the use verb and adjective. ❖ The students doing cooperative learning activity (Number Head Together). ❖ The teacher explained to the students about the rules of number head together activity. ❖ Every group consist of 4 students and the teacher give number 1 until 4 for each member of the group. ❖ The teacher distributes a worksheet which contain a question related the text. ❖ In group, the students discuss and answer 	<p>question based on the text</p> <p>❖ Task V</p> <p>Identify generic structure of the text.</p>	
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				<p>the questions.</p> <ul style="list-style-type: none"> ❖ The teacher goes around to the group. each group, the teacher will check the students answer and understanding about the material. ❖ After students finish the discussion, the teacher calls group name and number and then asks the student who has that number, to answer based on his/ her discussion on his/her group. <p>Independent Construction of the Text (5 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher distributes students worksheet for homework ❖ The teacher reviews the material had been learned by the students. 		
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<p>Cycle I 2x40 minutes Description of Animal</p>	<p>11.3 Responding the meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.</p>	<ul style="list-style-type: none"> ❖ Students are able to identify all information in descriptive text. ❖ Students are able to identify generic structure in descriptive text. ❖ Students are able to answer comprehension questions based on the text. 	<ul style="list-style-type: none"> ❖ Descriptive Text <ul style="list-style-type: none"> - Dragonflies - Description of some animal - Dinosaurs ❖ Vocabularies eat, fly, breath big, tall, short, long, sharp wing, leg, abdomen ❖ Generic structure of the descriptive text ❖ Simple present tense 	<p>Building Knowledge of the Text (10 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher elicited the material about animal (Do you ever come to zoo? What do you do in zoo? What animal do you see in zoo?) ❖ The teacher shows a picture of some animals in zoo ❖ The teacher makes 3-4 questions according to the picture and the students answer the questions orally. <p>Modeling of the Text (15 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher shows a picture of butterflies ❖ The teacher asks some questions related to the picture, such as: What picture is it? Where does it live? How is it? What does it eat? etc. ❖ The teachers distribute descriptive text about butterflies. The teacher explains a little about a descriptive text. ❖ The students are given the chance to 	<ul style="list-style-type: none"> ❖ Task I Match the following animal picture with the correct description. ❖ Task II. State whether the statements below are True or False (T/F) ❖ Task III. Read the text carefully, and answer comprehension questions 	<ul style="list-style-type: none"> ❖ Applying Group Investigation <ul style="list-style-type: none"> ➤ This activity ❖ Applying Make a match ❖ Apptying group investigation
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				<p>read the text.</p> <ul style="list-style-type: none"> ❖ The students are asked to identify the language feature and generic structure of the text having been discussed. ❖ The students and the teacher discuss descriptive text to the students (what kinds of language features of descriptive text and the generic structure of descriptive text). ❖ The teacher explains how to make word web graphic organizer. ❖ The students making word web graphic organizer of elephant <p>Joint Construction of the Text (40 minutes)</p> <ul style="list-style-type: none"> ❖ The students work in group. ❖ The teacher gives the students some animal pictures. ❖ The students discuss the pictures with their group. ❖ The students doing cooperative learning activity (Group Investigation). 		
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				<ul style="list-style-type: none"> ❖ The teacher gives explanation to the student the rule of group investigation. ❖ The students make a graphic organizer of some animal. ❖ The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material. ❖ After students finish the discussion, the teacher calls group name and ask the students to write their graphic organizer in the white board. ❖ The teacher gives feedback about the students work. ❖ The students did cooperative learning activity (Make a Match activity) ❖ The teacher explains about the rule of Make a Match activity ❖ The teacher distributes some descriptive text about animal. ❖ The students in group read some descriptive text. ❖ The teacher asks the students to discuss 		
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				<p>and comprehend the text with their group.</p> <ul style="list-style-type: none"> ❖ After 10 minutes, the teacher sticks the big picture of animal in the blackboard. ❖ The students with their group discuss to match a picture in blackboard and their description. ❖ The student sticks the description of an animal with their suitable picture in blackboard. ❖ After Make a Match activity is finished, the teacher reviews the text while giving orally question. <p>Independent Construction of Text (5 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher distributes a worksheet. ❖ The students finish the worksheet individually. ❖ The teacher reviews the material had been learned by the student. 		
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<p>Cycle I 2x40 minutes Profession</p>	<p>11.3 Responding the meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.</p>	<ul style="list-style-type: none"> ❖ Students are able to identify all information in descriptive text. ❖ Students are able to identify generic structure in descriptive text. ❖ Students are able to identify language feature like grammar and vocabularies in descriptive text. ❖ Students are able to answer comprehension questions based on the text. 	<p>Descriptive Text</p> <ul style="list-style-type: none"> - My Satria, the driver - Short descriptive text of people - My grandfather <p>❖ Vocabularies</p> <p>Doctor, mechanic, dentist, nurse, driver, secretary, carpenter, sick, learn, money.</p>	<p>Building Knowledge of the Text (10 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher elicited the material (What is you dream? What do you want to be? What do you do to achieve your dream?) ❖ The teacher gives some picture about a profession. ❖ The teacher make 3-4 questions according to the picture and the students answer the questions orally. <p>Modeling of the Text (15 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher shows a picture of a driver. ❖ The teacher and the students talk about the picture. ❖ The teacher gives descriptive text according the picture. ❖ The teacher asks the students to read the text. ❖ The teacher explains about descriptive text to the students (what kinds of language features of descriptive text 	<ul style="list-style-type: none"> ❖ Task I Match the profession with the correct information. ❖ Task II. Read the text carefully, filled the table with detail information of the text ❖ Task III. State whether the statements below are True or False (T/F) 	<p>❖ Applying Jigsaw</p>
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				<p>and generic structure of descriptive text).</p> <ul style="list-style-type: none"> ❖ The teacher guiding the students to identify language features and the generic structure in the descriptive text. <p>Joint Construction of the Text (40 minutes)</p> <ul style="list-style-type: none"> ❖ The students work in group. ❖ The teacher distributes a descriptive text. ❖ The students read the text. ❖ In group students work together and discussing to get detail information of the text, understand some word in the text, explore the use verb and adjective in the text. ❖ The students doing cooperative learning activity (Jigsaw). There are three activities in jigsaw : <ul style="list-style-type: none"> • Reading <p>The teacher gives the students descriptive text. Every student gets one different text. Then, they read the text to get the detail</p>	
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				<p>information of the text.</p> <ul style="list-style-type: none"> • Expert group discussion The students meet their friends who get the same text and discuss the text to find the detail information using written guidance from the teacher. • Home group discussion or team report The students come back to their home group to explain and share the information from the texts that is discussed with each other. Every student have own responsible. Then, the teacher asks every group about the result of their discussion. ❖ The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material. ❖ The students finishing some task together with their group. <p>Independent Construction of the Text (25 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher distributes worksheet for the students. 		
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				<ul style="list-style-type: none">❖ The students working individually on the test to answer the questions.❖ The teacher reviews the material had learned by the students.		
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<p>Cycle II 2x40 minutes How to make it</p>	<p>11.2 Responding the meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.</p>	<ul style="list-style-type: none"> ❖ Students are able to identify all information in procedure text. ❖ Students are able to identify generic structure in procedure text. ❖ Students are able to identify language feature in procedure text. ❖ Students are able to identify imperative word used in procedure text. ❖ Students are able to answer comprehension questions based on the text. 	<p>Procedure Text</p> <ul style="list-style-type: none"> - How to make a green shrimp sauted - How to make a Fried Egg - How to make a noodle <ul style="list-style-type: none"> ❖ Vocabularies (Tea, sugar, first, water,etc) ❖ Generic stucture of the pprocedure text 	<p>Building Knowledge of the Text (10 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher shows a some picture about activities on the cooking ❖ The teacher make 3-4 questions according to the picture and the students answer the questions orally. ❖ What is you like to cook?etc. <p>Modeling of the Text (15 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher shows a picture of Sauced green shrimp. ❖ The teacher and the students talk about the picture. ❖ The teacher gives procedure text according the picture. ❖ The students reading a procedure text. ❖ The teacher explains about procedure text to the students (what kinds of language feature used in procedure text and generic structure of procedure text). ❖ The students with guided from teacher exploring the text 	<ul style="list-style-type: none"> ❖ Task I Finding the meaning following vocabulary ❖ Task II. Identify genreic structure of the text ❖ Task III. Underline imperative word and sequence of time of the text ❖ Task IV Answer comprehension question based on the text 	<ul style="list-style-type: none"> ❖ Applying round robin brainstorming
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				<p>Joint Construction of the Text (30 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher shows a picture of how to make chocolate cake ❖ The teacher ask the students to work in group. ❖ The teacher distributes a jumbled paragraph about procedure text. ❖ The students arrange the jumbled paragraph in to a goo paragraph. ❖ The students were asked to identify the generic structure of the text and comprehend the step of making chocolate cake. ❖ The students do cooperative learning activity (Round robin brainstorming). ❖ One students appointed as the recorder. ❖ The teacher gives a question related to the text. ❖ The students are given time to think about answers. ❖ After the “think time,” members of the 		
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				<p>team share their idea or answer with their group.</p> <ul style="list-style-type: none"> ❖ The recorder writes down the answers of the group members. ❖ The person next to the recorder starts and each person in the group, in order, gives an answer until time is called. ❖ The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material. ❖ After students finish the discussion, the teacher calls group name and number and then asks the student who has that number, to answer the question based on his/ her discussion on his/her group. <p>Independent Construction of the Text (15 minutes)</p> <ul style="list-style-type: none"> ❖ The teacher distributes the students' worksheet. ❖ The students complete the worksheet individually 		
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LESSON PLAN I

School	: SMP N 3 MERTOYUDAN
Subject	: English
Skill	: Reading
Grade/Semester	: VII/2
Time Allocation	: 1 x 40 menit
Topic	: <i>Description of Animal</i>

A. Standard of Competence :

11. Understanding the meaning of simple short written functional text and short essay in the form descriptive and procedure related students environment

B. Basic Competences :

11.3 Responding meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.

C. Indicators :

- Students are able to identify all information in descriptive text.
- Students are able to identify generic structure in descriptive text.
- Students are able to identify the vocabularies used in the text
- Students are able to identify the tense used in descriptive text
- Students are able to answer comprehension questions based on the text.

D. Teaching Learning Objectives :

In the end of this lesson, students are able to identify all information, generic structure, language feature and answer questions related to descriptive text.

E. Teaching Learning Technique :

Genre Based Approach

F. Teaching Learning Material :

- The descriptive text

Rubby

One of the animals I like is rabbit. This is a rabbit that I got from my grandfather.

Rubby is female and it is very funny. Rubby has small black eyes. She is protected by thin fur. She has white and brown fur. She has long ears that sensitive with voice.

Like other rabbits, she eats vegetables likes carrot, cabbage, and spinach. The Ruby has four legs, every legs consist of three fingers. She has big nose but she has small mouth. Under of the nose, there is some thin moustache that likes a cat.

➤ **Language features of descriptive text**

- Using simple present tense
- Using noun phrase (small black eyes, white and brown fur)
- Verb (eats)
- Adjective (big ,beautiful, fat, tall, short, long, sharp)
- Noun (hair, nose, leg, fur, tail, feather)

➤ **Generic structure of descriptive text**

- Introduction → identifies the person, place or thing to be described.
- Description → describes parts, qualities and characteristics of the person, place or thing.

G. Teaching Learning Activities

a. Building Knowledge of the Text (10 minutes)

- The teacher give eliciting about pet (Do you have a pet? What pet do you like ?)
- The teacher shows a picture of some animal.

- The teacher makes 3-4 questions according to the picture and the students answer the questions orally.

b. Modeling of the Text (15 minutes)

- The teacher shows a picture of rabbit.
- The teacher and the students talk about the picture.
- The teacher gives descriptive text according the picture.
- The teacher explains about descriptive text to the students (what kinds of language features of descriptive text and the generic structure of descriptive text).

c. Joint Construction of the Text (20 minutes)

- The students work in group.
- The teacher gives the students descriptive text about tiger.
- The students read the text.
- In group students work together and discussing to get detail information of the text, understand some word in the text, explore the use verb and adjective.
- The students doing cooperative learning activity (**Number Head Together**).
- the teacher gives explanation to the students about the rules of number head together activity.
- Every group consist of 4 students and the teacher give number 1 until 4 for each member of the group.
- The teacher distributes a worksheet which contain a question related the text.
- In group, the students discuss and answer the questions.
- The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material.
- After students finish the discussion, the teacher calls group name and number and then asks the student who has that

number, to answer based on his/ her discussion on his/her group.

d. Independent Construction of the Text (5 minutes)

- The teacher distributes students worksheet for homework
- The teacher reviews the material had learned by the students.

H. Source

Wardiman, kartono,dkk. 2008. *English in Focus for grade VII*. Pusat Perbukuan, Departemen Pendidikan Nasional.

I. Media

Flash Card of animal

J. ASSESMENT

Technique of Reading Evaluation	Form & Technique of Task Delivery
Matching the vocabulary with the correct information.	Question , Written Task
Identifying the true and false statement	Question , Written Task
Underline tenses, verb and noun phrse of the text.	Question, Written Task
Answering Reading Comprehension	Question , Written Task

Approved on

Magelang, May 10th, 2011

The English Teacher

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Your Favorite Animal

Building Knowledge of Field

Activity I Study the following pictures and answer the question orally.

					
					
					
					
ELEPHANT			KITTEN		

Task 1

Match the animal below with one of the following characteristics.

No.	Pet	Characteristics
1.	Cat	A Long neck
2.	Bird	Big ears
3.	Turtle	A hard shell
4.	Elephant	Black , white, and white feather
5.	Giraffe	Soft fur

Modelling of Text**Activity 2**

Read the following text.

Rubby

introduction → One of the animals I like is rabbit. This is a rabbit that I got from my grandfather.

description → Rubby is female and it is very funny. Rubby has small black eyes. She is protected by thin fur. She has white and brown fur. She has long ears that sensitive with voice.

description → Like other rabbits, she eats vegetables likes carrot, cabbage, and spinach. The Ruby has four legs, every legs consist of three fingers. She has big nose but she has small mouth. Under of the nose, there is some thin moustache that likes a cat.

Task 2

Underlined the tense, verb and nouns phrases in the text above.

Joint Construction of Text

Activity 3 Work in group. Read and discuss the following text with your group.

TIGER

There are some animals that live in the jungle. One of them is Tiger. Tiger is one of wild animals. Nowadays, we can see tigers in the zoo, but we have to watch them by staying far from the cage and follow the rule.

Tiger has long whiskers and teeth and its fur has stripes with yellow and black. It also has large claws for being weapons in hunting and in protecting itself. Tiger has four legs and it has a tail. Tiger is a fierce and wild animal.

Tiger has a special ability that is a fast runner, it eats animals and hides itself in grassland in order to catch the preys. Tiger can run fast, so it can catch the prey easily.



Task 3 Work on the group.

Numbered head together

I. Answer the question below correctly, state whether the statements are TRUE (T) or FALSE (F).

1. A tiger lives in the jungle.
2. A tiger is a fierce animal.
3. A tiger does not have long whiskers and teeth.
4. A tiger is not a wild animal.
5. A tiger has large claws for being weapons in hunting and in protecting itself.

6. A tiger has a special ability that it is a fast runner.
7. A tiger eats animals and plans.
8. We do not need to watch them by staying far from the cage and follow the rule.
9. A tiger can catch the prey easily.
10. We cannot see tigers in the zoo.


II. Answer the questions based on the text above.

1. What is the second and third paragraph about?
2. What is the main idea of the third paragraph?
3. What is the topic of the first paragraph?
4. What is a tiger special characteristic?
5. So, *it can catch the prey easily* (last sentence). The word **it** refers to...

Independent Construction of Text

Task 5

State the generic structure of the text on the text below and underline the tense, verb and noun phrase.

(1).....	I have some pets. However, my favorite pet is Timmy.	
(2)	<p>Timmy is a tabby cat. She is very adorable with her soft stripes fur. She has innocent round eyes and feeble sweet voice. She always meows when she feels hungry. Actually, her voice is not suitable with her giant body. When I come home, she always gives me a kiss.</p> <p>Timmy is a nice playmate. I'm happy to spend my time with her. Most of the time, she is good. It's almost impossible for me to be angry at her. In the morning, she always wakes up early. When she wakes up earlier, she waits quietly beside me until I wake up.</p>	

LESSON PLAN II

School	: SMP N 3 MERTOYUDAN
Subject	: English
Skill	: Reading
Grade/Semester	: VII/2
Time Allocation	: 2x 40 menit
Topic	: <i>Description of Animal</i>

A. Standard of Competence :

11. Understanding the meaning of simple short written functional text and short essay in the form descriptive and procedure related students environment

B. Basic Competences :

11.3 Responding meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.

C. Indicators :

- Students are able to identify all information in descriptive text.
- Students are able to identify generic structure in descriptive text.
- Students are able to identify language feature in descriptive text.
- Students are able to answer questions based on the text.

D. Teaching Learning Objectives :

In the end of this lesson, students are able to identify all information, generic structure, language feature and answer questions related to descriptive text.

E. Teaching Learning Technique :

Genre Based Approach

F. Teaching Learning Material :

- The descriptive text

Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

➤ **Language features of descriptive text**

- Using simple present tense
- Using noun phrase
- Verb (eat, play, cuddle)
- Adjective (big, tall, short, long, soft)
- Noun (wing, leg, abdomen,)

➤ **Generic structure of descriptive text**

- Introduction → identifies the person, place or thing to be described.
- Description → describes parts, qualities and characteristics of the person, place or thing.

G. Teaching Learning Activities

a. Building Knowledge of the Text (10 minutes)

- The teacher give eliciting about animal (Do you ever come to zoo? What do you do in zoo? what animal do you see in zoo?)
- The teacher shows a picture of some animal in zoo
- The teacher makes 3-4 questions according to the picture and the students answer the questions orally.

b. Modeling of the Text (15 minutes)

- The teacher shows a picture of elephant

- The teacher asks some questions related to the picture, such as: What picture is it? Where does it live? How is it? What does it eat? etc.
- The teacher distributes descriptive text about elephant.
- The teacher explains a little about a descriptive text.
- After that, the students are given the chance to read the text.
- The students are asked to identify the language feature and generic structure of the text having been discussed.
- The students and the teacher discuss about descriptive text to the students (what kinds of language features of descriptive text and the generic structure of descriptive text).
- The teacher explains how to make word web graphic organizer.
- The students guided by the teacher making word web graphic organizer about elephant.

c. Joint Construction of the Text (40 minutes)

- The students work in group.
- The teacher gives the students some animal pictures
- The students discuss the pictures with their group
- The students doing cooperative learning activity (**Group Investigation**).
- The teacher gives explanation to the student the rule of group investigation.
- The students makes a word web graphic organizer of some animal.
- The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material.

- After students finish the discussion, the teacher calls group name and ask the students to write their graphic organizer in the white board
- The teacher giving feedback about the students work.
- The students doing cooperative learning activity (**Make a Match activity**)
- The teacher gives the students explanation about the rule of Make a Match activity
- The teacher distributes some descriptive text about animal.
- The students in group read some descriptive text.
- The teacher asks the students to discuss and comprehend the text with their group.
- After 10 minutes, the teacher sticks the big picture of animal in the blackboard.
- The students with their group discussing to match a picture in blackboard and their description.
- The student sticks the description of animal with their suitable picture in blackboard.
- After make a match activity finished, the teacher reviews the text while giving orally question.

d. Independent Construction of Text (5 minutes)

- The teacher distributes students worksheet .
- The students finish the worksheet individually.
- The teacher reviews the material had learned by the student.

H. Source

- www.st.rim.or.jp
- <http://bos-sulap.blogspot.com>
- <http://www.wikipedia.org>

I. Media

Pictures and Flash Card of animal

J. ASSESMENT

Technique of Reading Evaluation	Form & Technique of Task Delivery
Matching the vocabulary with the correct information.	Question , Written Task
Identifying the true and false statement	Question , Written Task
Underline tenses, verb and noun phrase of the text.	Question, Written Task
Answering Reading Comprehension	Question , Written Task

Approved on

Magelang, May 12th, 2011

The English Teacher

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ANIMAL WORLD

Building Knowledge of Field

Activity 1

Study the following pictures.



- What do you think about the picture?
- Can you describe one of your favorite animal in picture above?

Activity 2**Read the following text.****Brownie****Introduction**

I have a pet. It is a dog and I call it Brownie.
Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones.

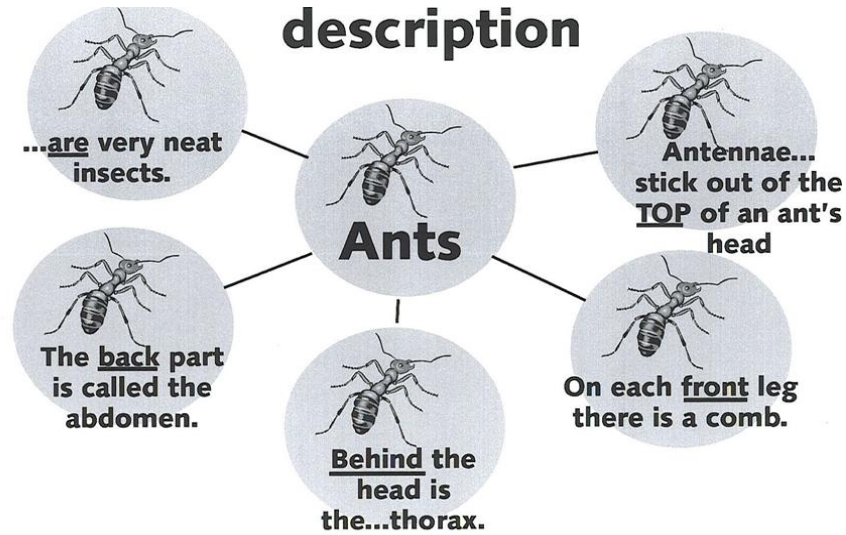
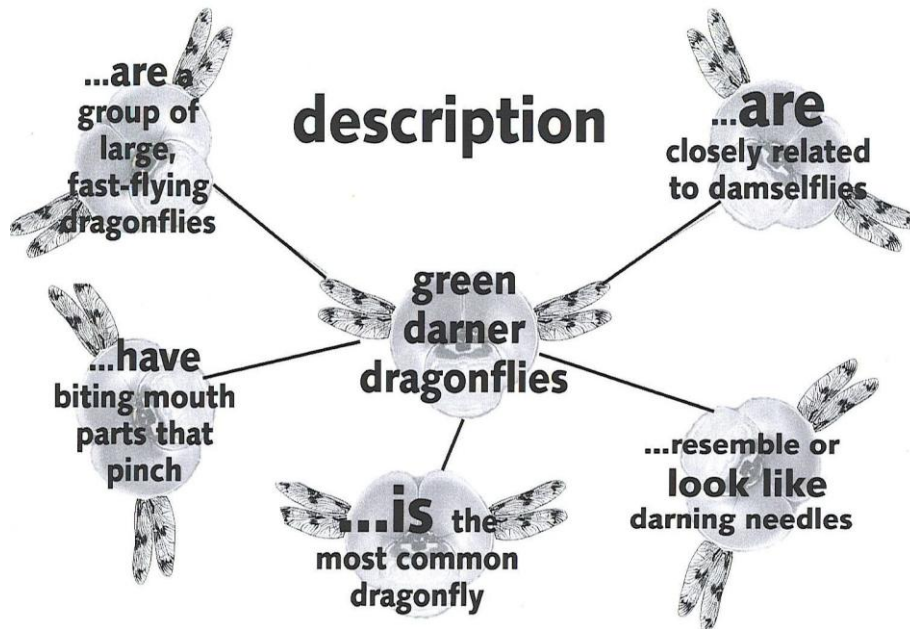
description

Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

➤ **Word Web Graphic Organizer**

Used to make students easy to comprehend and identify the text.

Example : graphic organizer of Ants

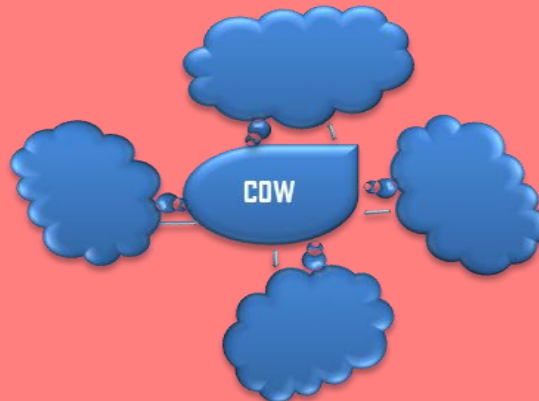
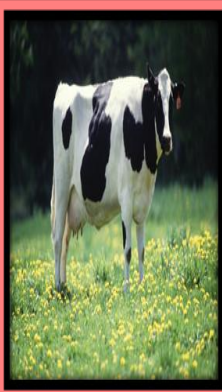
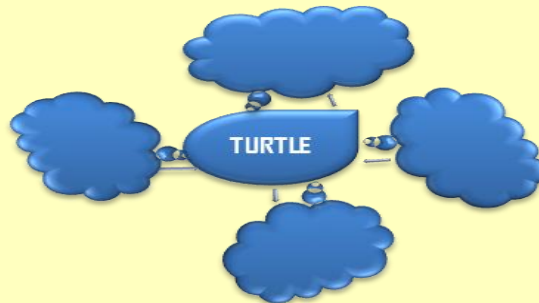


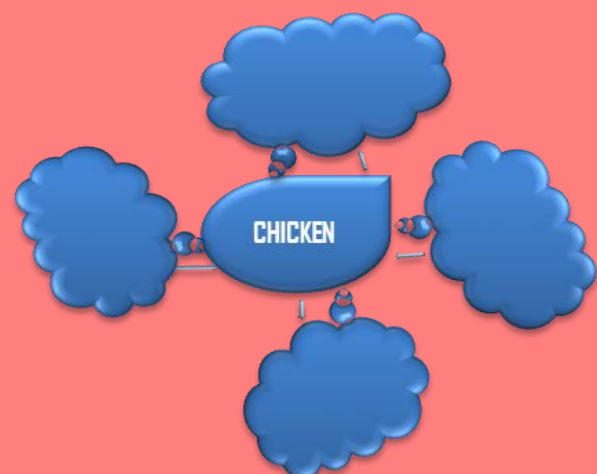
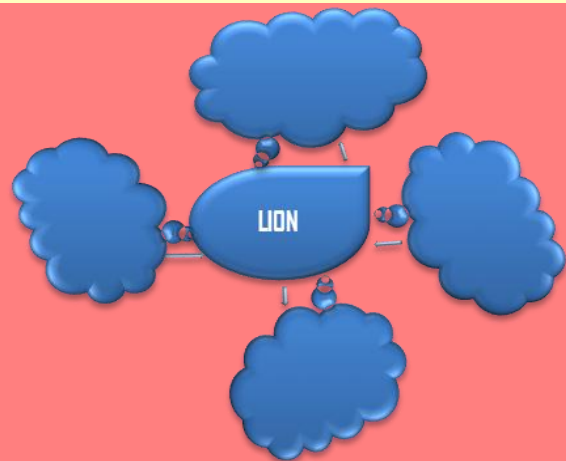
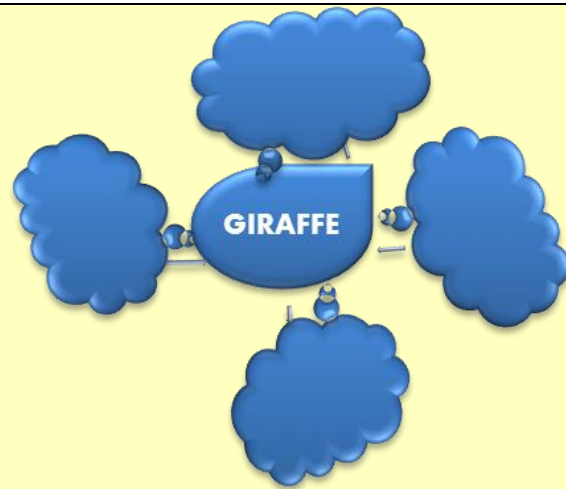
Joint Construction of Text

Task 1 Work in group. Look and the following picture with your group.

Make a graphic organizer based on the picture below

Group Investigation





Activity

Read the following text (With your group)

Make a Match**Task 1**

Match the description of the text with suitable picture.

My skin is brightly colored flying insects with two pairs of large wings that vary in color and pattern. My food is leaves. You can find me in the flower. From egg to adult, I have been undergoing a series of physical transformations known as metamorphosis.

I have thin, shaggy, long reddish-brown hair and, powerful arms with strong hands that can use to manipulate tools. I have the ability to make 13 to 15 different types of vocalizations. I only found on the islands of Sumatra and Borneo in Southeast Asia.

It has black fur on their ears, around their eyes (eye patches), muzzle, legs and shoulders. I am good tree climbers; i can also swim to escape predators. I use an enlarged wrist bone that looks like a thumb to grasp objects like bamboo. My food is bamboo. Mostly you can find me

Many people are fond of me because of my colorful, spotted appearance. But farmers love me for my appetite. I consume plant-eating insects, such as aphids, and in doing so I help farmer to protect crops. My appearances is half-spheres, tiny, spotted, round or oval-shaped domes. I have short legs and antennae.

I can eat variety of items including termites, rodents, birds, frogs, small deer and other reptiles. I can eat my prey whole and are able to consume prey three times larger than the diameter of their head. I have venom in my saliva. My skin must shed three to six times per year. I have venom in my saliva.

I am very smart and can learn fun trick. I live in the sea. My species have varies color, but they are generally gray in color with darker backs than the rest of their bodies. I travel in a group called a pod and use squeaks and whistle to communicate. I breathe air through blowhole on the top of my head..



Independent Construction of Text

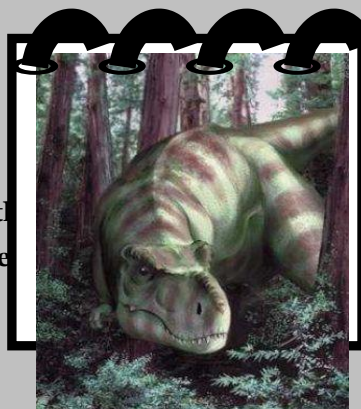
Task 2 Read the text above and answer the question.

Dinosaurs were the biggest animals in the world. They lived on land and in water millions of years ago. There were over seven hundred different types of dinosaur. Some were taller than a house. Some were smaller than a dog.



The tallest dinosaurs were the *Seismosaurus* and the *Argentinosaurus*. They lived in America about 150 million years ago. The *Seismosaurus* was over 40 metres long from nose to tail. It had a long neck like a giraffe. It didn't have any horns. It walked on four legs. It didn't eat meat. It ate leaves, grass and plants.

The most famous dinosaur was the T-Rex. It lived about 65 million years ago. It came from America. It had two legs and two short arms. It had a huge head with a very big mouth. Fifty-eight very sharp teeth. It ate meat. It killed them too.



The dumbest dinosaur was the stegosaurus. It lived in America about 150 million years ago. It was the same size as an elephant. It had four legs and a long tail. It had a very small head. Its brain was smaller than a mango. It didn't eat meat. It ate plants and leaves.

Part B: True or False.

1. The T-Rex lived 100 million years ago.
2. The stegosaurus was bigger than a horse.
3. The Seismosaurus had two legs.
4. The T-Rex ate other dinosaurs.
5. The Seismosaurus ate meat and fruit.
6. The stegosaurus came from America.
7. The T-Rex live 65 million years ago
8. Stegosaurus bigger than seismosaurus
9. Seismosaurus have horns
10. T-Rex walk on four legs
11. The seismosaurus from Thailand
12. T-Rex ever eat a stegosaurus

Answer the questions. (Write full sentences)

1. Where did the seismosaurus come from?

2. What size was a stegosaurus?

3. Did the seismosaurus have horns?

LESSON PLAN III

School	: SMP N 3 MERTOYUDAN
Subject	: English
Skill	: Reading
Grade/Semester	: VII/2
Time Allocation	: 2 x 40 menit
Topic	: <i>Description of People</i>

A. Standard of Competence :

11. Understanding the meaning of simple short written functional text and short essay in the form descriptive and procedure related students environment

B. Basic Competences :

11.3 Responding meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.

C. Indicators :

- Students are able to identify all information in descriptive text.
- Students are able to identify generic structure in descriptive text.
- Students are able to identify tense, adjective and noun phrase used in the text
- Students are able to answer comprehension questions based on the text.

C. Teaching Learning Objectives :

In the end of this lesson, students are able to identify all information, generic structure, language feature and answer questions related to descriptive text.

D. Teaching Learning Technique

Genre Based Approach

E. Teaching Learning Material

- Essay in the form of descriptive text.

Mr Satria, the driver

Mr. Satria is a driver. He drives a large vehicle, called a truck, every day. He is thin and wears a T-shirt when he works..

Mr. Satria generally has to drive great distances which can take him away from his home for days at a time. Sometimes he also has to eat anywhere or has a very little time to eat because he has to arrive to his destination on time. He also has to bring extra money in case there is a flat tire or he runs out of petrol. Although he has to face difficulties, Mr. Satria really loves his work..

Definition of descriptive text

- Descriptive text is text that used to describe a particular person, place or thing.

Generic structure of descriptive text

- Introduction → identifies the person, place or thing to be described.
- Description → describes parts, qualities and characteristics of the person, place or thing

Language features of descriptive text

- Specific participants (Mr. Satria)
- Using simple present tense
 - S + V1 + (s/es)
 - S + to be + C
 - S + do/does (not) + V1

- c. Verbs (drives, bring ,work, money ,cleaning)
- d. Adjectives (happy, beautiful, love)

F. Teaching Learning Activities

a. Building Knowledge of the Text (10 minutes)

- The teacher give eliciting about the material(do you know about descriptive text? Have you ever read it?what they are? Can you tell me the one?
- The teacher gives some picture about a profession.
- The teacher make 3-4 questions according to the picture and the students answer the questions orally.

b. Modeling of the Text (15 minutes)

- The teacher shows a picture of driver Farmer.
- The teacher and the students talk about the picture.
- The teacher give descriptive text according the picture.
- The teacher explains about descriptive text to the students (what kinds of language features of descriptive text and the generic structure of descriptive text).
- The teacher and the students discuss about what kinds of language features and the generic structure in the descriptive text.

c. Joint Construction of the Text (30 minutes)

- The students work in group.
- The teacher distributes a descriptive text.
- The students read the text
- In group students work together and discussing to get detail information of the text, understand some word in the text, explore the use verb and adjective.
- The students doing cooperative learning activity (**Jigsaw**). There are three activities in jigsaw :
- **Reading**

The teacher gives the students descriptive text. Every student gets one different text. Then, they read the text to get the detail information of the text.

- **Expert group discussion**

The students meet their friends who get the same text and discuss the text to find the detail information using written guidance from the teacher.

- **Home group discussion or team report**

The students come back to their home group to explain and share the information from the texts that is discussed with each other. Every student have own responsible. Then, the teacher asks every group about the result of their discussion.

- The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material.
- The students finishing some task together with their friend
- The teacher review and discuss all the text quickly

d. Independent Construction of the Text (15 minutes)

- The teacher distributes students worksheet
- The students working individually on the test to answer the questions.
- The teacher reviews the material had learned by the students.

G. Source

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- www.islcollective.com
- www.wikipedia.com

H. Media

- Pictures of kind of profession

I. ASSESMENT

Technique of Reading Evaluation	Form & Technique of Task Delivery
Matching vocabularies with suitable information	Question, Written Task
Identifying detail information of the text.	Question, Wrtitten Task
Identifying the true and false statement	Question , Written Task
Answering Reading Comprehension	Question , Written Task

Approved on

Magelang, May 14th, 2011

The English Teacher

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The Researcher

Hasni Parti Ningsih

NIM. 06202244117

WHAT DO YO DO?

Building Knowledge of Field

Activity 1

Look at the following pictures, what do you think about the pictures?



Task 1

Match the profession below with their appropriate workplace.

Doctor	•	• Office
Mechanic	•	• Hospital
Photographer	•	• Restaurant
Chef	•	• Plane
Flight attendant	•	• Shop
Farmer	•	• Library
Secretary	•	• workshop
Sailor	•	• studio
Librarian	•	• Rice field

Modelling of Text**Activity 2**

Read the following text.

Mr Satria, the driver

Mr. Satria is a driver. He drives a large vehicle, called a truck, every day. He is thin and wears a T-shirt when he works..

Mr. Satria generally has to drive great distances which can take him away from his home for days at a time. Sometimes he also has to eat anywhere or has a very little time to eat because he has to arrive to his destination on time. He also has to bring extra money in case there is a flat tire or he runs out of petrol. Although he has to face difficulties, Mr. Satria really loves his work..

Joint Construction of Text

JIGSAW



This is Me



MARTIN

Activity 3

Look at the following introductions. Ketut, Viona, Adiyana and Sophia want to learn English. So they attend a language school. They live in Bali. Read the following texts then do the exercises with your group.



Hi. My name is Ketut. I am 30 years old. I am from a small village near the capital. It is called Tabanan. I am divorced. I have a twelve-year-old daughter and a ten-year-old son. They live with their mother. I am a businessman. I run a car wash company. We have ten saloons in the country. I want to learn English because of my business plans. I am planning to have saloons abroad, too. I do not have much free time. I like being with my children and reading books. I also like playing tennis with my friend, John. My favourite colour is brown. I prefer historical books and action films. I hate being late. I do not like junk food.



Hello. I am Viona. I am just 22. I am a student at University of Udayana. I am learning economy. I want to work abroad. I need English to get my degree and have more chance to apply for a good position in an international company. I live in a dormitory because I am from Lombok. I visit my parents and my sister, Mary twice a month. I like green. I do not have any favourite books, but many favourite writers. For example: Agatha Christie, Nora Roberts and Vavyan Fable. When I go to the cinema, I watch action films and comedies. My favourite series are How I met your mother and CSI. I hate getting up early and eating spicy food.



Hi. I am Adiyana. I am 25. I am married. My wife is also 25. Her name is Kate. I am a carpenter but work as a truck driver. This way I can earn more money. I learn English because I want to deliver goods abroad. My hometown is Senggigi. My whole family live there. I have a strong relationship with my two brothers and parents. I generally spend my free time with my wife and my family. I like listening to music. This is what I do when I drive. My favourite colour is green and black. I do not like reading but I am fond of good movies. My favourite one is an old classic, the Godfather trilogy. I hate the traffic jams and bad coffee.








Hello. My name is Sophia. I am 30. I am married. My husband is Dicky. We have a four-year-old son, David. Now I am back to work. I am a secretary in a lawyer office.

My boss has more and more international cases. Therefore, he needs a secretary who can also speak English. That is why I am here. I like learning but I have little time to study next to my family and work. I try to be a good wife and mother as well as a good secretary. I am from Bali and live here, too. My favourite colour is purple. I like love stories and crime stories. At the cinema, I prefer comedies to action films. I hate dusting. I do not like fatty food.


Activity 2

Discuss the text above with your “expert group” and finding the Detail information of the text.

Task 2 – Complete the chart with the correct information based on discussion with your expert group.

				
NAME				
AGE				
JOB				
HOMETOWN				
FAVOURITE COLOUR				
FAVOURITE BOOK				
FAVOURITE WRITER				
FAVOURITE FILM				
FAVOURITE TV PROGRAMME				
MARITAL STATUS				

Task 3 – Match the statements with the persons. Put a tick to the correct box.

	Charles	Viona	Adiyana	Sophia
Whose favourite colour is green?				
Who spend the free time with the family?				
Who likes watching TV?				
Who likes reading?				
Who's from a small village?				
Whose child is four years old?				
Who likes sports?				
Who's a have wife?				
Who doesn't like action film?				
Who wants to work abroad?				

Task 4 – Read the text above and state the statement *true* or *false*.

- 1) ____ Kyra is Charles's daughter.
- 2) ____ Adiyana is Viona's boyfriend.
- 3) ____ The car wash company has saloons abroad.
- 4) ____ Peter gets on well with his family.
- 5) ____ Sophie is a lawyer.
- 6) ____ Charles lives with his family.
- 7) ____ Peter often watches films.
- 8) ____ Viona is from Lombok
- 9) ____ Sophie is a bit perfectionist.
- 10) ____ Adiyana wants to work for an international company

Task 5 – Answer the following questions.

- 1) What does Viona watch on TV?
- 2) What does Charles do?
- 3) What does a truck driver do?
- 4) What does Adiyana do when he drives?
- 5) Who is Mark?
- 6) Why does not Peter work as a carpenter?
- 7) What books does Charles read?
- 8) How often does Viona visit her family?
- 9) Why does Sophia learn English?
- 10) What do we know about Monor?

Independent Construction of Text



Hello everyone! My name is Lita and this is my beloved grandfather! His name is Ahmad and he is my best friend. My grandfather is fifty-four years old and he is retired now, so he has plenty of time to be and play with me. I love him very much and I know he loves me too. We usually spend a lot of time together.

He is a widow and he lives with me, my father, my mother and my brother Kevin. We live in a big house in Mertoyudan, Magelang. My grandfather is a very tall and strong man! Can you see me on his shoulders in this picture? He is really strong! My grandfather is a patient and caring man and sometimes I think he is a magician. He's always guessing what I want to do or to eat or what I feel inside. When I am sad, he always makes me laugh with his funny faces. He puts me on his shoulders, he tells me many stories (I know they are imaginary, but I pretend they are real!), he even sings for me!

Everyday my grandfather Tim prepares my breakfast, he drives me school and picks me up at the end of classes, he helps me with my school work, he takes me to the swimming-pool, he plays chess with me and he counts the stars with me. You know, my grandfather is the only grown-up I know who truly understands me. I love him very much!

Task 1. Match the words from the text with their equivalent on the right.

beloved
big
strong
patient
caring
funny
imaginary
pretend
grown-up

•
•
•
•
•
•
•
•
•

• well-built
• tolerant
• large
• loving
• adored
• make-believe
• unreal
• adult
• comic

Task 6. Answer the questions about the text.

1. How old is Lita's grandfather?

2. Who is Kevin?

3. Where does Lita live?

4. Is Lita's grandfather strong?

5. Why does Lita think he is a magician?

6. What does Lucy's grandfather do when she is sad?

7. Does her grandfather tell her true or real stories?

8. How does Lita go to school?

Task 7. True or False? Correct the false ones.

1. Lita's grandfather is named Ahmad.

2. He is a teacher.

3. They spend a lot of time together.

4. Lucy has got a sister.

LESSON PLAN IV

School	: SMP N 3 MERTOYUDAN
Subject	: English
Skill	: Reading
Grade/Semester	: VII/2
Time Allocation	: 2 x 40 menit
Topic	: How to make a food

A. Standard of Competence :

11. Understanding the meaning of simple short written functional text and short essay in the form descriptive and procedure related students environment

B. Basic Competences :

11.2 Responding meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.

C. Indicators :

- Students are able to identify all information in procedure text.
- Students are able to identify generic structure in procedure text.
- Students are able to identify language feature in procedure text.
- Students are able to identify imperative word used in procedure text.
- Students are able to answer comprehension questions based on the text.

D. Teaching Learning Objectives :

In the end of this lesson, students are able to identify meaning, generic structure, language feature and answer questions related to procedure text.

E. Teaching Learning Technique

Genre Based Approach

F. Teaching Learning Material

- Essay in the form of procedure text.

How to Make Sauted Green Shrimp

Have you ever heard about a sauted green shrimp? Let me tell you how to make it. Firstly, wash the vegetables and peel off the garlic. Then, chop the vegetables and slice the garlic very thin. Now, prepare the shrimps. Next, heat the oil in a frying pan. Saute the garlic,shrimp and the vegetables. Finally, cook then serve it on a plate.

➤ **Definition of procedure text**

Procedure text is text that used to describe how something is accomplished through a sequence of actions or steps.

➤ **Language features of procedure text**

a. Using simple present tense

- S + V1 + (s/es)
- S + to be + C
- S + do/does (not) + V1

b. Sentence connector (first, then, next, finally)

c. Imperative words (add, pour, mix, put)

➤ **Generic structure of descriptive text**

- Goal
- Materials
- Steps

G. Teaching Learning Activities

a. **Building Knowledge of the Text (10 minutes)**

- The teacher shows a some picture about activities on the cooking
- The teacher make 3-4 questions according to the picture and the students answer the questions orally.
 - What is you like to cook?etc.

b. Modeling of the Text (15 minutes)

- The teacher shows a picture of sauted green shrimp.
- The teacher and the students talk about the picture.
- The teacher give procedure text according the picture.
- The students reading a procedure text.
- The teacher explains about procedure text to the students (what kinds of language features of procedure text and the generic structure of procedure text).
- The students with guided from teacher exploring the text

c. Joint Construction of the Text (30 minutes)

- The teacher shows a picture of how to make chocolate cake
- The teacher ask the students to work in group.
- The teacher distributes a jumbled paragraph about procedure text.
- The students arrange the jumbled paragraph in to a goo paragraph.
- The students were asked to identify the generic structure of the text and comprehend the step of making chocolate cake.
- The students do cooperative learning **activity (Round robin brainstorming)**.
- One students appointed as the recorder.
- The teacher gives a question related to the text.
- The students are given time to think about answers.
- After the “think time,” members of the team share their idea or answer with their group.
- The recorder writes down the answers of the group members.
- The person next to the recorder starts and each person in the group, in order, gives an answer until time is called.

- The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material.
- After students finish the discussion, the teacher calls group name and number and then asks the student who has that number, to answer the question based on his/ her discussion on his/her group.

d. Independent Construction of the Text (15 minutes)

- The teacher distributes the students' worksheet.
- The students complete the worksheet individually.

H. Source

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- www.islcollective.com

I. Media

- Pictures

J. ASSESMENT

Technique of Reading Evaluation	Form & Technique of Task Delivery
Answering Reading Comprehension	Question , Written Task
Match the word with suitable synonym	Question , Written Tak

Approved on

Magelang, May 19th, 2011

The English Teacher

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The Researcher

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SHOW ME HOW TO MAKE IT

Building Knowledge of Field

Activity 1

Look at the following pictures.

- What does the people doing?
- Do you like cooking?
- Can you cook your favorite food?



Boil :
Fry :
Flip :
Taste :
Teaspoon :
Burn :
Crack :
Peel :
Add :

Modelling of Text

Activity 2

Study the following picture.

How to Make Sauted Green Shrimp

Have you ever heard about a sauted green shrimp? Let me tell you how to make it. Firstly, wash the vegetables and peel off the garlic. Then, chop the vegetables and slice the garlic very thin. Now, prepare the shrimps. Next, heat the oil in a frying pan. Saute the garlic, shrimp and the vegetables. Finally, cook then serve it on a plate.

Joint Construction of Text

Activity 3

With your group study the following instruction and Put the jumbled sentences into good paragraph.

Microwave for 3 minutes in a 1000W oven or 4 minutes in a 700W oven. It will start to crown over the top of the mug. Don't panic! It will collapse once the heat stops.

This cake is still good half an hour out of the oven. In fact, I think it gets better the longer it sits. However, I can't speak to how it does. After that since there's never any left! Enjoy!

Mix your ingredients.

- Add all of the dry ingredients to the bowl and mix.
- Add the egg and combine well. It gets pretty pasty at the point.
- Stir in milk and oil.
- Add chocolate chips and splash of vanilla. Stir well.

Ingredient :
 a microwave
 • a coffee mug
 • 4 tablespoons flour
 • 4 tablespoons sugar
 • 2 tablespoons unsweetened cocoa
 • 1 egg
 • 3 tablespoons milk
 • 3 tablespoons oil
 • 3 tablespoons chocolate chips
 • splash vanilla or other flavoring—try peppermint or cinnamon

Activity II

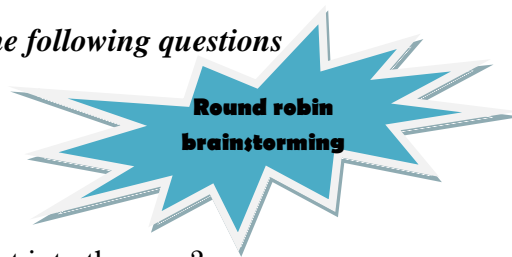
Identify generic structure the text above

--	--

Task 2

Work in group and discuss and answer the following questions

1. How much milk should you use?
2. How many eggs do you need?
3. What kind of cocoa should you use?
4. What are the dry ingredients you should put into the mug?
5. What should you do after you add all of the dry ingredients to the mug?
6. What happens after you add the egg and combine well?
7. When should you add chocolate chips?
8. How long should you microwave the mixture in a 1000W oven?
9. What happens after you microwave the mixture?
10. Why does the writer say that we should not panic?



Independent Construction of Text

Task 1

Read the recipe below and answer the questions.

Fried Egg

Ingredients:

- Two teaspoons of butter or olive oil
- 1 or 2 eggs
- Salt and pepper to taste

Steps :

- First, beat the eggs well.
- Then add salt and pepper to taste.
- Next, heat the butter in a frying pan.
- After that, add the mixture in a frying pan and fry for five minutes.
- Finally, serve fried eggs in a plate.

Choose the best answer a, b, c, or d.

1. What is the topic of the text above?
 - A. The way how to make fried noodle
 - B. The step how to make fried egg
 - C. How to make instant fried noodle
 - D. The way how to make fried rice
2. How many steps do you do in making fried egg?
 - A. Four.
 - B. Five.
 - C. Six.
 - D. Seven.
3. What is the purpose of the text above?
 - A. To tell the reader about how to make fried noodle.
 - B. To tell the reader about how to make fried chicken.
 - C. To tell the reader about how to make fried egg.
 - D. To tell the reader about how to make instant fried noodle.
4. What is the type of the text?
 - A. Procedure.
 - B. Narrative.
 - C. Recount.
 - D. Descriptive.
5. "Heat the butter in a frying pan" (line 9) is the ... step.
 - A. first
 - B. second
 - C. third
 - D. fourth

Task 2

Rearrange the activities of cooking instant fried noodle below in correct order.

1. Then, dress the noodle with fried onion. ()
2. First, boil the noodle in 2 glasses of water in 3 minutes ()
3. Finally, the noodle is ready. ()
4. After that, separate the noodle from the water. ()
5. During the boiling, mix the seasoning, seasoing oil, ketcup, and chilli powder on a plate. ()

Task 3

Complete the text using the words in the box below.

	Third	Next	Then
After that	Second	Finally	First

“How to Make Fried Rice”

Ingredients:

- | | | |
|----------|------------|--------------|
| - rice | - ketchup | - vegetables |
| - egg | - pepper | - carrot |
| - oil | - salt | - onion |
| - tomato | - cucumber | |

Here is the way how to make fried rice. First (1), heat the pan and add oil. ... (2) put the vegetables into the pan for 3 minutes. ... (3) put the carrot and onion for 3 minutes with the vegetables. Then (4), add the 1 teaspoon of salt, 1 teaspoon of pepper, and ketchup into the pan. ... (5) put the rice into the pan carefully. ... (6) add an egg and scramble it with the other ingredients. ... (7) serve the fried rice in a plate and top it with slices of tomato and cucumber.

LESSON PLAN V

School	: SMP N 3 MERTOYUDAN
Subject	: English
Skill	: Reading
Grade/Semester	: VII/2
Time Allocation	: 2 x 40 menit
Topic	: procedure text

A. Standard of Competence :

11. Understanding the meaning of simple short written functional text and short essay in the form descriptive and procedure related students environment

B. Basic Competences :

11.2 Responding meaning and generic structure in simple short essay accurately, fluently and acceptable related to students' environment in the form descriptive and procedure text.

C. Indicators :

- Students are able to identify all information in procedure text.
- Students are able to identify generic structure in procedure text.
- Students are able to identify language feature in procedure text.
- Students are able to identify imperative word used in procedure text.
- Students are able to answer comprehension questions based on the text.

D. Teaching Learning Objectives :

In the end of this lesson, students are able to identify meaning, generic structure, language feature and answer questions related to procedure text.

E. Teaching Learning Technique

Genre Based Approach

F. Teaching Learning Material

- Essay in the form of procedure text.

How to Make Sauted Green Shrimp

Have you ever heard about a sauted green shrimp? Let me tell you how to make it. Firstly, wash the vegetables and peel off the garlic. Then, chop the vegetables and slice the garlic very thin. Now, prepare the shrimps. Next, heat the oil in a frying pan. Saute the garlic, shrimp and the vegetables. Finally, cook then serve it on a plate.

➤ **Definition of procedure text**

Procedure text is text that used to describe how something is accomplished through a sequence of actions or steps.

➤ **Language features of procedure text**

a. Using simple present tense

- S + V1 + (s/es)
- S + to be + C
- S + do/does (not) + V1

b. Sentence connector (first, then, next, finally)

c. Imperative words (add, pour, mix, put)

➤ **Generic structure of descriptive text**

- Goal
- Materials
- Steps

G. Teaching Learning Activities

e. **Building Knowledge of the Text (10 minutes)**

- The teacher shows a some picture about how to make a sauted gren shrimp.

- The teacher make 3-4 questions according to the picture and the students answer the questions orally.
 - What is your favourite food?
 - Do you know how to make a sauted green shrimp

f. Modeling of the Text (15 minutes)

- The teacher shows a picture of sauted green shrimp.
- The teacher and the students talk about the picture.
- The teacher give procedure text according the picture.
- The students reading a procedure text.
- The teacher explains about procedure text to the students (what kinds of language features of procedure text and the generic structure of procedure text).
- The students with guided from teacher exploring the text

g. Joint Construction of the Text (30 minutes)

- The teacher shows a picture of how to make
- The teacher ask the students to work in group.
- The teacher distributes a jumbled picture about procedure text.
- The students do cooperative learning activity(**Number Head Together**).
- the teacher give explanation to the students about the role of number head together activity.
- Every group consist of 4 students and the teacher gives number 1 until 4 for each member of the group.
- The teacher distributes a worksheet which contain a question related the text.
- In the group the students discussing the text and answer the questions.
- The teacher goes around to the group. In each group, the teacher will check the students answer and understanding about the material.

- After students finish the discussion, the teacher calls group name and number and then asks the student who has that number, to answer based on his/ her discussion on his/her group.

h. Independent Construction of the Text (15 minutes)

- The teacher distributes the students' worksheet.
- The students complete the worksheet individually.

H. Source

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- www.islcollective.com
- www.wikipedia.com

I. Media

- Flash card of kind of procedure text.

J. ASSESMENT

Technique of Reading Evaluation	Form & Technique of Task Delivery
Identifying the true and false statement	Question , Written Task
Answering Reading Comprehension	Question , Written Task
Match the word with suitable synonym	Question , Written Tak

Approved on

Magelang, May 21nd, 2011

The English Teacher

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The Researcher

Hasni Parti Ningsih

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Interview Guidelines

For the English teacher

1. Dari keempat skill, mana yang sering Ibu ajarkan kepada siswa?
2. Apa metode yang Ibu terapkan ketika mengajar di kelas?
3. Apakah Ibu memakai media saat mengajar?
4. Buku pegangan apa yang digunakan?
5. Apakah siswa diwajibkan membawa kamus saat pelajaran Bahasa Inggris?
6. Selain dari buku, apakah Ibu memakai bahan acuan lain, misal mengambil dari internet, majalah, dll?
7. Bagaimana aktivitas mengajar membaca di kelas?
8. Bagaimana antusias siswa dalam aktivitas membaca di kelas?
9. Apakah kesulitan mengajar membaca?
10. Bagaimana cara mengatasi kesulitan siswa dalam hal membaca?
11. Bagaimanakah cara membaca siswa? (Dalam hati atau membaca keras)
12. Kalau mengerjakan soal soal lebih banyak diskusi kelompok atau individu?

For the students

1. Apakah kamu suka pelajaran Bahasa Inggris? Mengapa?
2. Kalau guru menjelaskan kamu mengerti atau tidak?
3. Apakah guru memakai media saat mengajar?
4. Apakah siswa diharuskan membawa kamus?
5. Keterampilan berbahasa yang mana yang sering diajarkan guru?
6. Diantara keempat skill, mana yang kamu suka?
7. Apakah kamu suka membaca bacaan berbahasa Inggris? Mengapa?
8. Bacaan apa yang kamu suka? (cerita, berita, dll?)
9. Apakah kamu suka bekerja dalam kelompok?
10. Apakah kamu menemui kesulitan ketika membaca teks berbahasa Inggris?
11. Kesulitan apa yang sering kamu temui?
12. Apa yang kamu lakukan bila menemui kesulitan?

NILAI PRE TEST AND POST TEST

No	Name	Pre test	Post Test
1	Adelia Listiana	66	78
2	Amelia Ayu Lestari	66	78
3	Bagas Eko Bintaro	86	78
4	Brillian Aulia Pramita	78	86
5	Dantik Mulianda Sari	63	78
6	Dani Syahputra	64	78
7	Danish Wiryawan	76	72
8	Denna F S	66	76
9	Dewi Kurniastuti	74	78
10	Dewiska Jayanti	64	78
11	Dwiyanti Puri	62	76
12	Ertika Pratiwi	64	78
13	Evalia Turminda	64	78
14	Fahri Adi Wijaya	78	82
15	Faikh Hasan	60	72
16	Irene Priantiaska	62	76
17	Ivon Dwi Cahya	66	78
18	Karina Sulisman	60	72
19	Kristiana Priskanti	62	74
20	Lurina Wijaya	63	78
21	Maulana Ahmad Suroso	65	76
22	Mariana Eka Putranti	73	78
23	Nia Santika	65	72
24	Ohzi Syafaat	78	74
25	Putra Bagas Wicaksono	78	83
26	Rahmad Arif Wicaksono	76	78
27	Sakila Mariska	68	78
28	Toni Syah Alam	62	76
29	Umar Wistanto	66	78
30	Variska Vandita Kristanti	68	76
	Mean = Mn	<u>63,27</u>	<u>79,30</u>

READING COMPREHENSION TEST

Name :

Class :

A. Instruction

Answers the question based on the text

B. Questions**Text 1**

The ants are very interesting. They have been running about everywhere. They seem very busy. They have been looking for food. When an ant finds something, it takes it to the nest. If one ant cannot carry it, it calls its friends to help.

Ants are social insect. They are like a people. They live in family and build their own houses or nest. But a family of ants may consist of tens of thousands. Each, ant has its own work to do. There are hunters, workers, and soldiers. The hunters hunt for food for all the ants in the nest. The workers build the nest. Most ants make their nest in the ground. The workers dig holes in the ground and make rooms. The soldiers guard the nests against the strangers and enemies. The workers and soldiers get their food from the hunters. The queen is a special ant. It gets special food from the hunters. It does not have to work. Its only job is to lay eggs.

Sources : <http://www.denverzoo.org/animals/ants.asp>

Choose the best answer a, b, c, or d.1. The queen is a special ant. **It** gets special food from the hunters

The word "it" in the statement above refers to...

A. queen

C. ants

B. hunter

D. food

2. What is the first paragraph about?
- | | |
|----------------------------|--------------------------------|
| A. life of the ants | C. busyness of the ants |
| B. ants can run everywhere | D. ants always help each other |
3. What kinds of insects are the ants?
- | | |
|---------|-----------|
| A. lazy | C. social |
| B. tame | D. wild |
4. The soldiers guard the nest to...it from stranger and enemies.
- | | |
|-------------|---------|
| A. look for | C. hunt |
| B. defend | D. keep |

Text 2

My Blewuk

I have some pets. However, my favorite pet is Blewuk. Blewuk is a male cat. I call it Blewuk because his fur is grey. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss. Blewuk is a nice playmate. I'm happy to spend my time with him. Most of the time he's a good boy. It's almost impossible for me to be angry at him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bedside until I wake up.

Choose the best answer based on the text above.

5. What is the purpose of the text?
- | | |
|---------------------------|-------------------------------|
| A. telling animal's habit | C. sharing the writer's hobby |
| B. describing a male cat | D. informing someone's like |
6. Why the pet is called Blewuk?
- | | |
|------------------------------|--|
| A. because it has grey fur | C. because it is very adorable |
| B. because it is a male cat. | D. because it has innocent round eyes. |
7. What does the word 'feeble' in the text mean?
- | | |
|---------|-----------|
| A. weak | C. strong |
| B. loud | D. coarse |

8. What is the main idea of paragraph 3?
- A. The writer is happy to have a pet. C. The cat is very patient.
 B. Blewuk always wakes up early. D. Blewuk is a good playmate.
9. 'It's almost impossible for me to be angry at him.' The word 'him' refers to
- A. pets C. the writer
 B. Blewuk D. playmate

Text 3

Joan Chen is a beautiful and famous young actress in her country, China. She is not only interested in music but she also interested in film. She is a talented singer, violinist and guitarist, and as well as a good pianist. Her most popular film is "Wo Ai Ni". It is known by many people in her home town, China. Now she lives in the United States with her loved family. On June 2010 she will celebrate her twenty-third birthday in her home town.

Taken from Ready to Write, 2003

10. What is the type of the text above?
- A. Descriptive. C. Procedure.
 B. Narrative. D. Recount.
11. What is the text about?
- A. a good pianist C. a talented singer
 B. a famous actress D. a popular film star
12. What is the purpose of the text above?
- A. to tell about Joan Chens' experience
 B. to describe about Joan Chen
 C. to give information about Joan Chen
 D. to retell about Joan Chen's life
13. "... famous young actress in her country"

What does the similar meaning of the underlined word?

- A. talented C. well known
B. beautiful D. interesting

14. When was Joan Chen born?

- A. in 2010 C. in 1997
B. in 2007 D. in 1987

Text 4

How to use blender

Make sure the switch is off.

Place ingredients into the blender container. Add some water if needed.

Put the lid on.

Place the container on the motor housing.

Plug in the cable.

Select one of two speed buttons as required. Use PULSE switch for precision blending. Then adding ingredients or seasonings, remove the small lid for adding things in the middle of the

After grinding, press the switch off.

Unplug the cab

Source: Science through the Ages

15. What is the topic of the text above?

- A. The steps how to operate the blender
B. The steps how to make the blender
C. The steps how to grid
D. The steps how to operate the motor housing

16. The purpose of the text is...

- A. to describe something C. to narrate the story
B. to instruct something D. to argue on something

17. How many speed buttons are there?

- A. one C. three
B. two D. four

18. Use pulse switch for **precision** blending.

The word which is not the synonym of the underlined word, except

- A. fine C. chunks
B. well D. excellent
C.

Text 5

How to cook rice using magic com

- Weight the exact amount of rice that will be poured. It should not be more than 4 measure cup;
- Wash the rice. Put it in the inner pot, and adjust the quantity of water
- At the same time, you can cook another meal like vegetables. Put them in the steam pot;
- Plug in cable into the electricity socket and push the cooking button. A light red will turn on;
- After cooking, open the cover and mingle the cooked for a while.

Source: Lets Talk Grade VII, 2007

19. What is the purpose of the text above?

- A. to tell how to cook rice using a magic com
B. to narrate how to cook rice using a magic com
C. to describe how to cook rice using a magic com
D. to report how to cook rice using magic com

20. How many steps are there?

- A. 6 steps C. 8 steps
B. 7 steps D. 9 steps

21. “Put **them** in the steam pot.”(line 3). The underlined word refers to...

- A. amount of the rice C. vegetables
B. 4 measure D. cable

22. “Weight the exact **amount** of rice that will be poured.”(Line 1) the synonym of the bold word is...

- A. average C. minimally
B. sum D. balance

Text 6

TIKKA KEBAB**Ingredients :**

1. Cubes of lamb
2. Squares of green pepper
3. Onions
4. Salad
5. Tikka seasoning mixture

Step :

1. Cut Onions into quarters
 2. Out cubes of lamb, squares of green pepper and onions squares on bamboo skewers then marinate them in Tikka seasoning
 3. Grill them
 4. Serve them with a salad (curry like seasoning from India)
- www.rachelray.com/tikkakebabrecipe

23. What does the write the text for?

- | | |
|-------------------------------------|---|
| A. to inform how to make a salad | C. to tell how to make Tikka Kebab |
| B. to explained how to make a salad | D. to discuss how to make cubes of lamb |

24. How many ingredients are needed to make Tikka Kebab?

- | | |
|----------|---------|
| A. Three | C. Five |
| B. Four | D. Six |

25. What does the word “**them**” in step 2 refers to?

- A. Cubes of lamb and onions
- B. Onion, bamboo skewers and salad
- C. Square of green paper and onion
- D. Cuber of lamb, Onions, and square of green pepper

Text 7.

How to Make Cheese Omelette**Ingredients:**

1 egg, 50 g of cheese, 1 cup of milk, 3 tbs of cooking oil, a pinch of salt and pepper

Utensils you need:

Frying pan, fork, spatula, cheese grater, bowl, plate.

How to make it:

1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. Eat while warm.

Source: English in Focus for Grade VII Junior High School
(SMP/MTs)

26. What is the purpose of the text?
- A. to describe something. C.to entertain the reader
B. to tell us how to make something. D. To tell past experience.
27. Below are the ingredients you need to make cheese omelette, **except...**
- A. cheese C. spatula
B. pepper D. cooking oil
28. When should you add milk?
- A. After we crack an egg into a bowl. C. After we add the cheese.
B. After we whisk the egg. D. After we heat the oil in the frying pan.
29. "Pour the **mixture** into the frying pan" (Step 6).
What does the bold-typed word refer to?
- A. Egg, milk, salt. C. Egg, oil, cheese.
B. Pepper, milk, cheese. D. Egg, milk, cheese.
30. When should you spread the salt?
- A. Before we whisk the egg. C. After the omelette is cooked.
B. After the egg and cheese are mixed. D. Before the omelette browns.

GOOD LUCK